Research Report 1278

TRAINING DETRACTORS IN FORSCOM DIVISIONS AND HOW THEY ARE HANDLED

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and

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

This report describes how leaders from division level through company level view conditions which detract from combat training. Also described in this report are methods used to reduce the negative impact of training detractors.

The study also explored the impact of DA imposed mandatory training on conducting effective combat training, and explored four resource areas

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(Personnel, equipment and material, time, training areas and ranges)
previously thought to be areas where detractors could be found.

Structured interviews were given to 198 personnel in six FORSCOM
divisions. The findings go on to describe each detractor, its impact
on training and methods being used to reduce the negative effects of
stated detractors.

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FOREWORD

JOSEPH ZEIDNER
Technical Director

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BRIEF

Requirement:

This report describes how leaders from division through company level view conditions which interfere or detract from combat training, and methods used to reduce the negative impact of training detractors. The study also explored the impact of DA imposed mandatory training on conducting effective combat training, and explored four resource areas previously thought to be areas where detractors could be found. Those resource areas were:

Personnel

Equipment and materiel

Time

Training areas and ranges

While the initial research was conducted at Fort Ord, California, the study reported here was conducted in five additional FORSCOM divisions. A companion report, titled "Actual Missions, Activities, and Job Tasks in Companies and Batteries (Task 1 Technical Report-Revised)" compares data from this study with the previous research conducted at Fort Ord.

Procedure and Findings:

A.   Procedure:

The information gathering techniques included structured interviews tailored for various positions and levels of command, and questionnaires administered to personnel in company/battery leadership positions. Interviews were conducted by following a guide containing open-ended questions.

The information was analyzed using content analysis techniques for the interviews and computer tabulations for the questionnaires. Methods were used to ensure maximum inter-rater reliability in the collection of information both during the interviews and during the content analysis.

B. Findings:

The most significant detractors reported in rank order by each level of command were:

Detractor	Company/Battery	Battalion	Brigade/DIVARTY	Division
Low Fill	1	1	1	1
Individual performance	2	3	3	3
Turbulence	3	4	2	1
Installation support and taskings	4	2	2	2
Lack of equipment and material	5			
Lack of time	6			

The findings go on to describe each detractor, its impact on combat training, and methods being used to reduce the negative effects of detractors.

Recommendations made by participants and areas warranting further study identified by the research are presented.

Utilization of Findings:

These findings can be used by both FORSCOM/DA level decision makers for policy determination, and by decision makers at division, brigade, battalion and company/battery level as a catalogue of approaches they might investigate or adopt for their own use. In addition, the participants in this study made a number of recommendations to the research team, suggesting areas for further investigation. This study then can serve as an idea bank for personnel in the field, as a policy making resource at higher levels of command, and as a guide for the development of those concepts as yet untried. The recommendations of field participants and areas for future research suggested by them are contained in the Recommendations and Areas for Future Research section of the report.

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EXECUTIVE SUMMARY

1. BACKGROUND

The study reported here emanated from questions posed by MG Smith (DA, DCSOPS, Director of Training), and research performed during FY-80 in the 7th Infantry Division at Fort Ord, California (Development of the Individual Extension Training System Through Company/Battery Level).

The questions posed were:

A. What is the impact of DA/FORSCOM mandatory training on the unit's ability to conduct effective combat training?

B. How are units managing in a constrained resource environment in the areas of:

- Personnel
- Equipment and materiel
- Time
- Training areas and ranges

2. OBJECTIVE

"To describe how a sample of FORSCOM commanders, who are highly regarded by their supervisors, manage their units (at Division, Battalion, and Company levels): this information should be useful in designing superior management systems for use by companies and batteries throughout FORSCOM."

Due to unit availability, both highly regarded and other units were studied. Since the effectiveness of a management method is best evaluated by the variety of people able to use it successfully, this situation actually strengthened the study.

3. APPROACH

A. Procedure

The procedure consisted of conducting structured interviews with commanders and staffs from division level through company/battery level (including first sergeants), and the administration of questionnaires to personnel filling paygrade E5 positions and above at company/battery level.

The structured interviews were tailored for each level of command and asked questions about unit priorities, identification of detractors to combat training, experience and methods used in selected resource areas (personnel, equipment, time and training areas), and methods for coping with detractors.

The questionnaire was designed to identify who performs administrative/ garrison tasks at company/battery level, how much time they consume and their impact on combat training. The results of this effort are reported in a companion report title *Actual Missions, Activities, and Job Tasks in Companies and Batteries, Task I Technical Report (Revised)*, Scott et al, May 1980.

B. <u>Sample Composition</u>

(1) There were 198 interviews conducted and 303 usable questionnaires collected in the data collection phase, representing:

<u>Divisions</u>

1	Infantry
2	Mechanized
2	Armor
5	

<u>Brigade/DIVARTY</u>

1	Infantry
3	Mechanized
2	Armor
2	DIVARTY
8	

<u>Battalions</u>

2	Infantry
5	Mechanized
4	Armor
4	Field Artillery
15	

<u>Companies/Batteries</u>

4	Infantry
8	Mechanized
6	Armor
6	Field Artillery
24	

(2) Interviews were conducted with the following:

Level	Positions	Number
Division	Commander	2
	Ass't Div. Commander	4
	Chief of Staff	2
	G1	4
	G3	5
	G4	4
	GA	5
	OESO	4
Brigade/DIVARTY	Commander	7
	Executive Officer	4
	S1	7
	S3	7
	S4	7
Battalion	Commander	14
	Executive Officer	12
	S1	15
	S3	15
	S4	14
Company/Battery	Commander	24
	Executive Officer	21
	First Sergeant	21
	Total	198

C. Study Design

While four resource areas were assumed to be problem areas, the study was designed to ascertain from participants what they perceived to be detractors as well as develop information in the identified resource areas:

- Personnel - turbulence
             - fill
             - use
- Equipment - availability
            - repair
- Time   - availability
            - use
- Training areas - availability
                 - adequacy

In addition to identifying detractors, the study was designed to ask participants to identify the impact of these detractors and methods used to avoid or reduce the negative effects of detractors. Leaders were also asked for their recommendations and ideas for potential solutions.

4. RESULTS

The results of the study verified some previous concepts of the problems encountered by field units and changed the relative importance of others. Some of these areas are more specifically discussed in the following paragraphs.

A. Mandatory Training

Unit commanders uniformly responded that mandatory training as stated in DA and FORSCOM regulations were not major detractors to conducting effective combat training. Areas of concern involved:

(1) There is no single document that identifies all of the mandatory requirements. The total array of regulations is too overwhelming to confront, so local higher headquarters documents are relied upon to identify what mandatory requirements are.

(2) The frequency and when to conduct mandatory training is determined locally. Local interpretation frequently determines if mandatory requirements are detractors or not (e.g. whether a unit conducts weapons qualifications monthly, or annually-ignoring turbulence).

(3) Conflicting standards are confusing (e.g. field manuals, soldiers' manuals and regulations sometimes establish different criteria).

Most unit commanders found that mandatory training could be integrated or conducted concurrently with other training, except where special facilities were required (e.g. ranges, swimming pools). Many of the mandatory tasks were perceived as supportive of the combat training mission.

A list of mandatory training as best as it could be determined by the research team is included as an appendix to the main report.

B. Detractors to Conducting Effective Combat Training

Interview participants were asked to respond in two ways to the question of detractors. First they were asked to name what they perceived to be the major detractors and describe it. Next they were asked specific questions about the impact and management methods used to cope with the detractors they had identified, and the four resource areas identified in this study's statement of work.

The most significant detractors reported in rank order, based upon the frequency with which they were cited, by level of command were:

Detractor	Company/Battery	Battalion	Brigade/DIVARTY	Division
• Low Fill	1	1	1	1
• Individual performance	2	3	3	3
• Turbulence	3	4	2	1
• Installation support and taskings	4	2	2	2
• Lack of equipment and materiel	5			
• Lack of time	6			

C. Low Fill

Low fill was cited both as a detractor in itself and as a contributor to other detractors because of the importance of the positions that were underfilled. While overall soldier fill was considered adequate at over 80% in each of the divisions surveyed (from 84-91% of authorized), critical shortages occurred in combat battalions in the areas of E5s and E6s in:

- Combat MOS (LI B, LI E, LI C, LI H)
- PLL/TAMMS (76D)
- Supply (76Y)
- Mechanic (63C)
- Clerk (71L)

The impact of low fill in these critical leadership and technical positions (NCO fill in combat battalions across the five divisions averaged 67%) was further magnified by pulling some of these personnel for special duty (SD) to staff higher headquarters and perform installation functions. Division headquarters elements were staffed at 118-180% of authorized and civilian staffing authorized across the five divisions averaged 68% of the FORSCOM recognized requirements. The impact of low fill in these critical areas stated by commanders at battalion and lower level included:

- Reduced soldier performance because of insufficient numbers of first line supervisors/trainers.

- Reduced safety both in the barracks and when operating combat equipment due to lack of supervision and experience.

- Wasted training time and low quality training because of inexperienced personnel functioning as junior NCOs.

- Poor maintenance and supply because entry-level personnel cannot perform E5 - E6 level functionings.

- Untrained individual soldiers because there are insufficient numbers of skilled trainers to add the skills between those aquired in the TRADOC training base and those required for unit functioning.

- Loss of combat power because all weapons systems cannot be effectively manned.

- Loss of NCOs because experienced ones are overloaded, they can see no progress for their effort, and leave the Army.

Several approaches were used to try to cope with this situation. Among them were:

- "Zero out" platoons/squads/crews in four out of five divisions.

- Split complex jobs between two people (e.g. PLL/TAMMS clerk).

- Work longer hours.

- Conduct critical analysis and control of SD manning.

- Establish installation training programs for critical MOSs.

- Train in groups to gain maximum advantage from capable NCOs.

- Extend the lead time for planning so personnel can learn while they prepare.

- Use soldiers out of primary MOS and use undergrade soldiers.

- Reduce augmentations to headquarters elements.

- Conduct ongoing junior NCO/officer training and special schools.

D. Individual Performance

Individual soldiers were described as being less responsible and less dependable than necessary in an environment with insufficient numbers of first line supervisors. Specific problem areas included:

- English language proficiency

- Literacy/reading difficulty

- Unable to self-supervise and self-train

The impact of this situation was reflected in:

- Higher numbers of discipline/adjustment problems resulting in UCMJ actions and expeditious discharges.

- Lower level of individual training and proficiency because they can't self-train and there are insufficient numbers of unit trainers.

- Significant number of soldiers involved in English as a second language and BSEP training.

Although leaders were actively trying to devise strategies for coping with low individual performance levels, most management methods employed were considered minimally effective. Those strategies cited were:

- Assign Hispanic soldiers to units where the NCO knows Spanish.

- Send soldiers to BSEP, English as a second language and MOS related schools. One division with two brigades had over 2,000 soldiers in English as a second language training.

- Centralize training to get the most benefits and the maximum coverage from the few well trained NCOs in the unit.

- Centralize more functions. Platoon leaders do NCO work and commanders do platoon leader work.

- Use two people to do one job, (e.g., PLL/TAMMS clerk).

- Conduct short courses at battalion/brigade level for new NCOs (in addition to BNCOC/PNCOC) so they will have the knowledge and confidence to teach their subordinates.

- Take care of the troops. Ensure that adequate activities are available, that soldiers are individually oriented to their unit and jobs, and that the functional quality of programs are satisfactory.

- Establish and maintain communications methods that keep soldiers informed about what is coming up, their role, and how they are doing.

E. Turbulence

Personnel turbulence, especially among NCOs, was consistently named as a detractor to combat training. Across the division sampled, enlisted turbulence averaged 71% per year leaving the division (ranging from 44-92%). A previous study done in 1977 showed that by the time internal turbulence was considered (e.g., promotions within company/battalion/division, transfers), turbulence at squad level was 48% over a four month period. On an annual basis this equals 144%. Not only was turbulence cited as a detractor in its own right, but it was a major contributor to poor individual performance levels.

The most frequently mentioned negative effects of turbulence were:

- Collective training above company level cannot be effectively performed.

- Readiness reports are obsolete soon after they are completed.

- Commanders are continually frustrated by attempting to train
  units at higher levels than the experience of the soldiers
  will allow.

- Progressive individual and unit training are not possible.

- Training time is wasted due to the lack of prerequisite skills
  and experience of the soldiers.

- NCOs and those in critical MOSs rotate soon after reaching
  minimum competency levels.

- NCOs and officers get out of the Army because they are always
  handling the same crises, and can't see any progress after
  hard work.

All commanders indicated that there was little they could do to appreciably
reduce the impact of turbulence. Those methods being attempted include:

- Stabilize officers in a position for 18 months (except where the new 36
  month command policy applies). This includes all officers except
  commanders.

- Conduct training programs at battalion/brigade level for newly
  promoted or acting NCOs.

- Keep training at a low level.

- Make training repetitive.

- Fight taskings and levies.

- Use personnel outside their MOS.

- Create additional positions to compensate for untrained personnel
  (e.g. "shadow" clerks at company/battery level, full time training
  NCOs, full time reenlistment NCOs, and full time chemical NCOs).

F. Installation Support and Taskings

A major detractor is support of installation activities, and taskings to
perform non-combat related tasks that take key personnel away from their units.
Some of these requirements are:

- Special duty assignments to staff higher level headquarters and
  installation activities.

- Maintenance of the installation facilities (e.g. ranges, buildings,
  guard duty).

- Reserve component (RC) and Reserve Officer Training Corps (ROTC)
  support. Particularly damaging are individual taskings (e.g. opera-
  ting RC training sites and ROTC camps).

- Short notice or unexpected taskings that disrupt training plans
  (e.g. change of command parades).

The impact of these taskings, are that they:

- Deplete combat strength.

- Deplete strength of critical personnel.

- Destroy planning and preparation that has been performed and reduced quality of future planning.

- Immobilize units. For example, one division became basically non-operable for 60-90 days during the summer to support RC and ROTC commitments. While some of these tasks turned out to be useful joint training events, that result is not predictable and in 90 days another 20% turnover can be expected to occur.

- Periodically deplete units using the cycle system, i.e. the post support cycle.

Methods currently being used to cope with this situation characteristically occur at division level, and include:

- Use of cycles to concentrate installation requirements and to facilitate planning.

- Analyze SD requirements in order to minimize numbers and ranks necessary.

- Convert low skill SD requirements to daily detail requirements.

- Have units check to see if SD personnel are fully utilized.

- Limit SD taskings by grade and type unit.

- Permanently assign SD positions to battalions.

- Work longer hours.

- Augment staff to handle taskings.

- Put all tasking requirements through a single agency (e.g. G-3) so that the burden on units can be monitored.

- Provide at least 15 days notice to units for taskings.

- Handle taskings as missions where possible so that chain of command can be properly used.

- Reduce headquarters augmentations so there are fewer people to generate requirements.

- Put necessary tasks on planning calendar (e.g. each installation support unit will have 45 personnel for guard, 10 daily for police call, etc.).

G. Lack of Equipment and Material

Problem areas most frequently mentioned were:

- Shortage of certain lines of ammunition (e.g. 4.2" mortar illumination, tank ammunition).

- Repair parts. In some cases the prescribed load list (PLL) doesn't cover peak period usage or hasn't accompanied the assignment of vehicles. Another frequently stated situation was battalion funded parts, where the request took longer to process than the "fill or kill" date.

- Pacer items and key equipment spent too long in direct support (DS) maintenance.

The lack of equipment and material most frequently resulted in:

- Reduced "live-fire" training, reduced realism.

- Inability to use vehicles or the use of vehicles with missing components.

- Units not turning in vehicles (e.g. tanks) for retrofit when they reach maximum mileage because they feared there would be no replacements.

- Wasted time trying to locate repair parts.

Except for inadequate repair parts supplies, sound management systems were able to reduce most the problems in this area.

- Ammunition. Ammunition was most frequently a problem because training was not planned far enough in advance to comply with lead times for ordering ammunition. However, those battalions that forecasted training 12 months in advance and followed the training plan experienced little difficulty.

- Repair parts. Repair parts shortages were not uniform across battalions, brigades or divisions. Some of the problem was traced to untrained personnel and was usually handled by borrowing from other units. Some units built low density PLL lines by removing parts at the cannibalization yard, and then exchanging them directly. Contributing to the problems in this area were high breakdown rates due to inexperienced users.

- Maintenance turnaround. Most units understood that with current breakdown rates and a lack of trained, experienced maintenance personnel, some level of "down time" was inevitable. The concern centered around DS repair priorities and Unit Status Report (USR) reportable items. One brigade commander handled this by conducting a weekly DA Form 2406 review which included S-4 personnel, the DISCOM Commander, the DS maintenance company commander and the shop chiefs. At this meeting they reviewed ERC "A" items and established repair priories.

H. Lack of Time

Time was not found to be the problem that the research team had ex-
pected. Frequently when time was mentioned as a detractor, it was stated
that time was wasted or not provided in adequate "chunks" to be used
effectively. Time was identified as a problem, by command level, to the
following extent:

Response	Company/Battery	Battalion	Brigade/Division
Not enough time	70%	34%	22%

As might be expected, those levels of command with staffs and higher
concentrations of officers and experienced NCOs perceived time to be less
of a problem.

Time demands and lack of time were considered to contribute to:

● Lower training levels because there is insufficient time to
correct identified deficiencies.

● Marital and family difficulties.

● Reduced retention of officers and NCOs. Long hours coupled with
crisis management and no apparent progress, causes frustration and
job dissatisfaction.

Some methods used to ensure that usable time was provided to conduct
combat training included:

● Use of cycle system. Four of the five divisions sampled attempted
to use a cycle system. In the most successful cases, this system:

(1) Was based upon a practical consideration for determining
cycle length (e.g. 6 weeks to match BNCOC/PNCOC) so that maxi-
mum numbers of NCOs would be in the unit during the prime
training cycle.

(2) Was dependent upon strict enforcement of the cycles.

- Extended planning horizon. In order to provide sufficient time
  for inexperienced personnel to plan and prepare for requirements,
  successful organizations used the following planning time frames:

	Detailed	Conceputual	Main Events
Company/Battery	4-6 wks	3 mos.	6 mos.
Battalion	2-3 mos.	6 mos.	12 mos.
Brigade/DIVARTY	3 mos.	6-12 mos.	18 mos.
Division	6 mos.	12 mos.	18 mos.

Characteristically unit commanders paid the most attention to short term
requirements and felt that at company level nothing could be depended upon
beyond 30 days out.

- Close adherence to training plans. Most identified that once
  training was "locked-in", the plan was followed closely (usually
  when training schedules were published). Until that time,
  drastic changes could occur. One division identified that over
  60% of the changes made in training schedules occurred at company/
  battery or battalion level. In two instances, training schedule
  changes had to be approved by brigade level or higher.

- Work long hours. Nearly all leaders at company/battery and battal-
  ion level routinely extended the workday or workweek to get
  things done. Typical workweeks by position are shown below:

Position	Average Workweek
Unit Commander	65 hrs/wk
First Sergeant	58
Platoon Sergeant	60
Squad/Section Leader, Tank Commander, Section Chief	57
Motor Sergeant	58
Supply Sergeant	57

These estimates usually only included time in the office or at the unit.
They did not include work taken home, or time involved with field exercises.

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- Delegate time to the lowest levels. The concerns expressed about time did not focus on the total amount but rather were concerned with the small "chunks" in which time was provided or with the fact that there is often insufficient lead time given. Some examples were:

  (1) Provide three consecutive days per quarter, or training cycle, for platoons to conduct training they think is necessary.

  (2) Provide one week per year where the NCOs of the brigade, under the Command Sergeant Major, take the brigade to the field and conduct Skill Qualification Test (SQT) diagnostics and training. During this time, officers are getting classes in preparation of upcoming events and conducting Tactical Exercises Without Troops (TEWTs).

  (3) Schedule no meetings on Mondays, and no meetings or appointments in the mornings. This provides an opportunity for leaders to be with their troops at training and at the most criticial point of the day, the beginning of training.

  (4) Have companies plan one quarter (three months) out by week and six to eight weeks out by day for all cycles.

- Establish and maintain communication with the soldiers. Commanders repeatedly said that inexperienced NCOs frequently did not pass information down to their troops and were unable to identify soldier's problems or to counsel them. Therefore, leaders had to establish and maintain routine methods for keeping the soldiers informed and be available to them.

- Establish operating priorities so that combat training is perceived to be as important as administrative/garrison tasks. While commanders from division level through battalion level identified training, maintenance and combat readiness as priorities; at company/battery level, priorities were most frequently perceived to be "reacting" to administrative requirements. The strongest negative results for not performing a task well occurred in the administrative/garrison area, and the highest rated indicators of unit performance (ARTEP, AWOLS, etc.) were in administrative areas. In other words, stated priorities were different than the day-to-day operational priorities. Only in one division and a few scattered battalions were combat and administrative tasks found to be of equal importance.

Problems with training areas and ranges, budget, maintenance support and inspections were perceived as periodic irritants, rather than major detractors to combat training.

- Training areas and ranges. When asked if these were a problem to conducting effective combat training, the responses were:

Command Level	Short of areas/ranges
Company/battery	21% answered "yes"
Battalion	27%
Brigade/Division	17%

Where availability of training areas presented a problem in the five divisions visited, it was for the most part solved when methods were instituted to make sure that areas/ranges requested were in fact used. Another useful approach was the obligation of ranges and training areas for the next 12 months to facilitate planning.

5. FIELD RECOMMENDATIONS AND AREAS OF FUTURE RESEARCH

During the interviews, participants were asked for their ideas and recommendations. These recommendations are presented below and in Chapter 4 of the main report.

In addition to recommendations heard in the field, the research team identified related areas of potential future investigation that would further develop the body of knowledge and potential solutions. These recommendations can be found in Chapter 4.

A. Personnel Fill and Turbulence

(1) Have battalions or brigades develop short NCO "survival skill" courses with contents uniquely suited to their own battalion or brigade. (PLC, BNCOC/PNCOC are too general to help the newly designated NCO become rapidly functional.) In addition, checklists of competencies, initial training and weekly professional development classes should be instituted to raise competence and confidence, and to reduce learning time.

(2) Authorize a clerk at company/battery level. The clerk does more than type; he extends the capability of the first sergeant and frees him to use his greatest knowledge and experience for key matters. The first sergeant can assign a task (e.g., prepare a school request), recommend where to go for references, and not have to deal with it again until he proofreads the draft. All of the research and draft preparation is time that first sergeants can be using to do other tasks. A clerk is probably the most economical time management aid for the first sergeant in an NCO scarce environment. The first sergeant's experience, skill and guidance is simply more valuable when applied elsewhere.

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(3) Don't centralize or civilianize anything else to help units. The centralization of the PAC reduced the skill levels authorized, and the response time to units. Centralization of supply and maintenance functions in the DMMC built a new bureaucracy. Slots converted to civilian spaces are funded at only 70% of need, the soldiers who do the jobs anyway must do so in SD status.

(4) Authorize a maintenance officer/NCO at brigade level in the MTOE in the peace time role. Brigades have to function as regimental headquarters, but are staffed as combat headquarters.

(5) Authorize a legal clerk at battalion level.

(6) Authorize a training NCO at company/battery level to cope with the increasing administrative complexity (e.g., ranges, TEC lessons, job books, soldier manuals, training manuals, training aids, etc.). In combat, the training NCO could continue to work for the commander.

(7) Stabilize "staff" or at least the command group along with the new extended command tours.

(8) Include training in pre-command courses to prepare new commanders to avoid "burn-out" with the extended command tour.

(9) Install word processors in each PAC. In those battalions where they have been installed, response time to units has been improved, accuracy has been improved, and report generation time has been reduced (e.g., rosters, S4 reports, training schedules).

(10) Reduce internal turbulence within divisions (e.g., cross leveling MOSs after soldiers are assigned to units).

(11) Assign West Point Officers to units after post graduation training. They are in their platoon for 30 days and then are gone for three months before they rejoin their platoon.

B. Individual Performance

(1) See if the Housing and Urban Development Agency (HUD) can be influenced to finance low cost off-post soldier housing to replace trailers.

(2) Expand TRADOC AIT for critical MOSs to fit the demands the soldiers will actually face in units.

(3) Standardize common tasks throughout the Army (e.g., vehicle storage, wearing of field gear, etc.)

(4) Develop standard OJT lists of what a new AIT graduate needs to learn in some recommended priority of need. This would be particularly helpful for mechanics, supply, PLL/TAMMS and chemical.

(5) Teach officers at all levels how to conduct effective meetings so they will involve the right people at the right time, and not waste time.

(6) Train all Armor Crewmen to be loaders during AIT. The current practice of training soldiers as drivers, loaders and gunners in AIT increases the odds that they will be placed out of their MOS when they reach their unit, in order to fulfill crew demands.

(7) Raise recruiting standards when NCO fill or turbulence reaches a certain level.

C. Installation Support and Taskings

(1) Review civilian positions after SD review to see if these civilians should be reclassified or trained to be able to train/supervise soldiers.

(2) Develop company commander and first sergeant courses that teach how to perform the administrative/garrison tasks on an installation.

(3) Budget the level of taskings that a battalion can be tasked for during a year so that time has to be budgeted like other assets. For example:

(a) If a training year has 200 available days, and the yearly training plan with cycles calls for 100 days of training and 100 days of post support; higher headquarters would have a fund to draw against when tasking a battalion (average assigned strength X days available).

(b) This fund would be drawn down each time battalion personnel were used for details, parades, SDA, etc.

(c) Higher headquarters would have to budget taskings against unit time just as it does funds. It would have to set priorities.

(d) Division would have to allocate so many tasking days to brigades, etc.

NOTE: This might be a useful adaptation for the new Training Management Control System being procured by the Army.

CHAPTER 1: INTRODUCTION

Current military management faces a number of significant challenges, particularly in four resource areas:

- Personnel
- Equipment and Materiel
- Time
- Training Areas and Ranges

This report describes these challenges and their impact on combat training. Also described are some current management approaches in use to deal with them and innovative ideas or recommendations suggested by leaders who confront these challenges.

BACKGROUND

The research reported here represents a modification and extension of research started in the 7th Infantry Division in FY 80 under the title of Development of the Individual Extension Training System Through the Company/ Battery Level (MDA903-79-C-0194). The original research was to take place only at Fort Ord, since the 7th Infantry Division had requested the research. However, since the contract was let, Army interest in the project substantially increased, so that a more extensive research effort than originally planned was both warrented and possible. In addition, ARI was requested by MG Smith, DA, Director of Training to perform additional research directly related to this project (i.e., impact of mandatory training requirements on combat training) which required a larger sample of divisions.

Conditions contributing to the need for this research included the fact that training responsibilities and job functions of company/battery level officers have in recent years grown increasingly complex with the introduction of sophisticated weapons and equipment, TRADOC's introduction of Soldier's Manuals (SMs), Training Extension Courses (TEC), the Army Training and Evaluation Program (ARTEP), SCOPES, REALTRAIN, and other innovations. Further complicating the management of training by field commanders was the shifting training responsibilities from the TRADOC schools to the field, the lack of qualified noncommissioned officers (NCOs) and junior officers, and the current degree of personnel turbulence. Senior Officers and ARI thought that other operational and administrative demands might also detract from the time, equipment and personnel available for the commander's use in developing and managing unit training programs.

In the face of this complexity and a constrained resource environment, it became necessary to identify some of the major management issues affecting resource availability for combat training, the impact of those issues, and methods that help mitigate their negative effects.

It was against this background that the Army Research Institute for the Behavioral and Social Sciences (ARI) and McFann-Gray and Associates (MGA), Inc. undertook the research reported herein.

TECHNICAL OBJECTIVE

"To describe how a sample of FORSCOM commanders, who are highly regarded by their supervisors, manage their units (at Division, Battalion, and Company levels); this information should be useful in designing superior management systems for use by companies and batteries throughout FORSCOM."

Three purposes for the expanded research effort are implied by the technical objective:

- Gain a broader knowledge of management approaches used within FORSCOM divisions in certain key resource areas;

- Gain a more accurate estimate of the impact of mandatory training requirements than was possible when using only one division;

- Identify management innovations that might be used experimentally within the 7th Infantry Division in FY 81.

These were adopted as our research objectives.

As a practical matter, it was not possible to collect information exclusively from personnel in the most highly regarded battalions, companies and batteries in the divisions visited. In those divisions where both highly regarded units and other units were visited; however, it was apparent that there was little difference in the management systems "per se", but rather differences in skills, in management styles, and in the process of operating within those systems.

Since the effectiveness of systems is judged by the wide variety of people who can use them, it is felt that the variety of units encountered strengthens the utility of this study.

REPORT ORGANIZATION

The remainder of the report is organized into three chapters. Chapter 2 describes the data collection methodology and procedures.

Chapter 3 presents the results of the research conducted at five FORSCOM divisions.

Chapter 4 provides recommendations made by the officers and NCOs who were surveyed, and lists areas for further study suggested by the researchers.

CHAPTER 2: APPROACH

GENERAL

The approach taken in conducting this research was to collect both objective and subjective information from a sample of FORSCOM Divisions: specifically two Armor, one Infantry, and two Mechanized (AIM). To collect this information, a combination of structured interview, document review, and questionnaire administration was used. The information collection methods used were based upon considerations for the type of information desired, the speed and cost of collection, and the amount of disruption a particular method would cause a sampled unit. As mentioned previously, information was collected in the resource management areas of: personnel; equipment and materiel; time; and training areas and ranges.

The information collection process was oriented toward identifying conditions in each management resource area which detracted from combat training, the impact of the detractor, methods used to reduce the distracting effects and novel management ideas that might be tried. Information was collected from a sample of all levels of command, from division headquarters level to company/battery level. This information was then analyzed using standard methods (e.g., content analysis, frequency counts, descriptive statistics). These methods allowed the researchers to:

- Describe each management method and identify the rationale upon which the method was based;

- Observe the perceptions at various levels of command about the intent and effects of a given management method;

- Gather maximum information with a minimum of time, cost and disruption to units.

Deliberate trade-offs were made between the exhaustiveness of the research and the factors of cost, speed and unit disruption. Some examples of these trade-offs include:

- Limiting interviews at brigade and higher level to one hour in order to capture critical information, but minimize the demand on senior officers.

- Reviewing known critical documents and those specifically recommended in the data collection process, rather than reviewing all possible pertinent documents. Reviewing all possibly pertinent documents would have reduced the time responsiveness and expanded the cost of the project.

In addition, several appendices are attached.

- Appendix A - Research Methodology

- Appendix B - Structured Interview Guides

- Appendix C - Job Task Inventory Items

- Appendix D - Mandatory Training List

- Appendix E - Programs of Instruction for Newly Promoted NCOs

- Appendix F - Program of Instruction for New Company Commanders

- Appendix G - Glossary of Abbreviations Used

- Appendix H - Responses To Unit Effectiveness Indicators

SAMPLE COMPOSITION

The sample for this study included elements of five FORSCOM divisions. Interviews were conducted with commanders and key staff officers at division level through company/battery level. Questionnaires were also administered at company/battery level.

Sample composition is shown by unit type in table 1.

TABLE 1
Sample Unit Composition by Type

Level 1	Type	Number
Division	Infantry	1
	Mechanized	2
	Armor	2
		5
Brigades	Infantry	1
	Mechanized	3
	Armor	2
	DIVARTY	2
		8
Battalions	Infantry	2
	Mechanized	5
	Armor	4
	Field Artillery	4
		15
Companies/Batteries	Infantry	4
	Mechanized	8
	Armor	6
	Field Artillery	6
		24

Interviews were conducted with a total of 198 participants at the five divisions. The composition of this sample of interviews is shown in table 2.

TABLE 2
Interview Sample Composition

Level	Position	Number
Division	Commander	2
	Assistant Division Commander	4
	Chief of Staff	2
	G1	4
	G3	5
	G4	4
	AG	5
	OESO	4
Brigade/DIVARTY	Commander	7
	Executive Officer	4
	S1	7
	S3	7
	S4	7
Battalion	Commander	14
	Executive Officer	12
	S1	15
	S3	15
	S4 & Motor Officer	14
Company/Battery	Commander	24
	Executive Officer	21
	First Sergeant	21
	Total	198

Questionnaires were administered at company/battery level to personnel filling positions of sergeant (E5) and above. There were 366 questionnaires administered, of which 303 were usable.

A description of the data collection methodology, data collection process and data analysis procedures can be found in Appendix A - Research Methodology. Copies of the instruments used can be found at:
    Appendix B - Structured Interview Guides
    Appendix C - Job Task Inventory Items

CHAPTER 3: RESULTS

GENERAL

This chapter describes the major detractors to combat training identified by a sample of field units, the impact of detractors on units, and methods used that to some extent mitigate the negative effects of the detractors.

The information reported here was gathered using two methods, interviews and questionnaires.

During the interviews, participants were first asked to identify unit priorities and to identify in their own words, detractors to conducting effective combat training. The areas mentioned by the interviewees were then explored to determine the impact of the detractor and methods used to cope with it. If the interviewee did not mention the target areas of the study (personnel, equipment, time and training areas), he was then asked about those areas.

The questionnaire was used to ask questions about who performed mandatory/administrative/garrison tasks at company/battery level, how much time it took and the training required in order to be able to perform the tasks.

MANDATORY TRAINING REQUIREMENTS

A. Description

One of the specific issues which this project was requested to address concerned the impact of DA & FORSCOM Mandatory training requirements on combat training.

No single DA or FORCOM source provides a complete list of mandatory training requirements. In fact, many of the individuals interviewed during the course of the project mentioned the desireability of such a document. Appendix D provides a list of mandatory training requirements documented during the course of this project. It was complied based on an examination of relevant DA & FORSCOM material and training regulations of the divisions sampled. While not necessarily exhaustive, it is the most comprehensive list known to the research staff.

During the interviews, company commanders uniformly responded that mandatory training as stated in DA and FORSCOM regulations were not a major detractor to conducting effective combat training. Areas of concern included:

* There is no single document that identifies all of the mandatory requirements. The total array of regulations is too overwhelming to confront, so local higher headquarters documents are relied upon to identify mandatory requirements.

* The frequency and when to conduct mandatory training is determined locally. Local interpretation frequently determines if mandatory requirements are detractors or not (e.g. whether a unit conducts weapons qualification monthly, or annually-ignoring turbulence).

* Conflicting standards are confusing (e.g. field manuals, soldiers' manuals and regulations sometimes establish different criteria).

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Most company commanders indicated during the interviews that mandatory training could usually be integrated or conducted concurrently with other training; however, only eight company commanders responded to this section of the questionnaire so there is only weak corrobrating data. Of those who did respond, the most time consuming of the mandatory training subjects are shown in rank order of time consumed in table 3.

TABLE 3
Mandatory Training Tasks in Rank Order of Time
Consumed for Company Commanders (N=8)

Rank Order	Training Item
1	Conduct/evaluate Equal Opportunity/ Race Relations (EO/RR) training
2	Conduct/evaluate NBC team training
3	Conduct/evaluate an Alcohol and Drug Abuse Program/Training
4	Plan/organize Equal Opportunity/ Race Relations (EO/RR) program
5	Plan/organize NBC teams
6	Plan/organize Intelligence training program
7	Plan/organize a Military Justice training session
8	Plan/organize Geneve/Hague convention training
9	Plan/organize Code of Conduct training
10	Plan/organize SAEDA training
11	Plan/organize an Alcohol and Drug Abuse Program
12	Plan/organize Standards of Conduct training
13	Plan/organize OPSEC program
14	Plan/conduct Marksmanship training
15	Plan/organize a Benefits of an Honorable Discharge training session

When battalion commanders and S-3s, and company/battery commanders were asked to rank order 18 indicators of unit effectiveness, (see List of Unit Effectiveness Indicators in Appendix A), they responded for mandatory training as shown in Table 4. Their responses for all indicators are shown in Appendix H.

TABLE 4
Rank Order Importance of Mandatory
Training by Battalion/Company/Battery
Commanders and Staff

Division (Ns)	Rank Order (out of 18 items)*
A (16)	6
B (6)	1
C (14)	12
D (8)	12
E (8)	5

*Note: A rank of 1 is the highest and 18 the lowest possible.

When asked what they would be doing, if the time spent on mandatory subjects were freed, most (57%) answered that they would increase time spent on combat training or maintenance. A few stated, however, that they would probably spend the time in the same way since they considered these subjects to be important in increasing or contributing to combat readiness.

While mandatory training was not viewed as a significant detractor, there were a number of factors listed which impeded the conduct of mandatory training requirements. As with combat training, low fill, turbulence and the quality of military personnel were viewed as interferring with effective training. In addition, lack of NCOs was specifically mentioned as a problem. Among the effects of low fill, respondents cited poor supervision and the fact that fewer experienced people were available to accomplish the same requirements. Turbulence tended to result in more frequent training. While regulations may require only annual training, local regulation and personnel turbulence often requires that training be conducted quarterly or more often. This was, however, one of the ways in which interpretation of a regulation differed considerably. Other units ignored turbulence as a factor and conducted training classes only as often as necessary to satisfy the regulation. This has obvious implications for the amount of time devoted to mandatory training subjects, and the thoroughness of that training.

Management Methods

A number of strategies were utilized to fulfill mandatory training requirements and at the same time, minimize its effect as a detractor from combat training.

- Integration with combat training. Many units either integrated certain mandatory subjects into combat training operations or used "down time" in the field to conduct training in subjects not requiring a class room.

- Consolidation at Battalion or higher level. Some mandatory training was scheduled and staffed by Battalion or higher level personnel. An auditorium or other facility was reserved and units were notified to attend. Often, a make-up date was scheduled for those individuals who were, inevitably, detained.

- Utilization of outside speakers. JAG, the Chaplain, or other military personnel were asked to conduct appropriate training classes. This cut down on preparation time required of the leaders in a unit and served to increase the interest of participants since an outside "expert" appeared more credibile on certain subjects than familiar unit personnel.

- Integration with Command Briefings. Commanders may cover certain topics, i.e. Safety, Military Justice, Drug and Alcohol Abuse, as a part of a formation or other command briefing. While more informal than scheduled classes, this reduced the total amount of time spent on mandatory training and was considered to have fulfilled the requirement.

DETRACTORS TO COMBAT TRAINING

During the interviews, participants were asked to name the primary obstacles or detractors to conducting satisfactory combat training. The most frequent responses are identified in table 5.

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TABLE 5
Detractors to Combat Training

Detractor	Rank Order (and % responding)			
	Company/Battery (n=66)	Battalion (n=55)*	Brigade/DIVARTY (n=25)*	Division (n=17)*
● Low Fill	1 (61%)	1 (45%)	1 (60%)	1 (71%)
● Individual Performance	2 (33)	3 (22)	3 (12)	3 (24)
● Turbulence	3 (32)	4 (18)	2 (32)	1 (71)
● Installation Support and Taskings	4 (29)	2 (31)	2 (32)	2 (35)
● Lack of Equipment and Materiel	5 (24)	6 (7)	5 (4)	- -
● Lack of Time	6 (18)	5 (9)	5 (4)	- -
● Lack of Training Areas and Ranges	7 (12)	7 (4)	4 (8)	- -
● Budget	8 (6)	7 (4)	5 (4)	4 (6)
● Maintenance Spt.	8 (6)	8 (2)	- -	- -
● Micromanagement	8 (6)	- -	5 (4)	4 (6)
● Inspections	9 (5)	- -	3 (12)	- -

*Responses at Battalions, Brigade/DIVARTY, and Division level exclude interviews conducted with S1, G1, AG, OESO, and Comptroller.

Those detractors polling more than a 15% response at any level of command are discussed in subsequent sections of this chapter. The subsequent sections will:

● Describe the detractor

● Identify the impacts of the detractor

● Describe some management methods that have been used with some success to reduce the negative effects of the detractor.

LOW FILL

A. Description of Low Fill

Low fill of personnel was by far considered the largest single detractor to training; it was also viewed as contributing to other detracting areas (e.g. Lack of Time, Lack of Equipment and Materiel).

Overall soldier fill was considered adequate at over 80% of authorized for each of the divisions sampled (range: 84%-91%). Shortages considered critical occurred in noncommissioned officers (NCOs) and senior technicians within combat battalions. In the five divisions sampled, NCO strength averaged 67% of authorized (range: 52%-84%). Common technician shortages occurred in the career management fields (CMF) of supply (76Y), PLL/TAMMS (76D), clerk/typist (71L) and mechanic (63C). In the case of technicians, the lack of E5-E6 level personnel increased the demands on recent graduates of advanced individual training (AIT) graduates for which they are unprepared.

Further exacerbating the problem of first line leadership in combat battalions is the use of their personnel outside the unit to augment higher level headquarters or to perform installation support functions in special duty authorized (SDA) status. Table 6 provides an example of this situation found in one sample battalion.

TABLE 6
Example NCO Strength in a Combat Battalion

Division Strength in Combat MOS	Assigned to Combat Battalion	Present for Duty After SDA Losses
NCOs (% of authorized)	(% of authorized)	(% of authorized)
66	61	55

SDA or borrowed military manpower personnel were taken from units to fill shortfalls in recognized civilian needs for key installation activities, to augment higher headquarters staff elements for the purpose of ha ling peace-time and administrative requirements, and to staff functions/activities considered necessary by the local commander. While SDA reached in the most extreme case 3.3% of a division's assigned strength, the problem cited at battalion and unit level was that each good NCO soldier was critical to unit functioning yet these were the individuals sent to fill SDA positions. The top four responses for handling an individual tasking at company/battery level are shown in Table 7.

TABLE 7
Unit Response to Individual Tasking (n=66)

Rank Order and (%)*	Response
1 (61%)	Send the best person
2 (33)	Distribute evenly
3 (30)	First sergeant decides
4 (23)	Send the worst person

*Totals over 100% because respondents could answer in more than one category.

Units usually sent the best person, because they used the assignment as a reward for the individual identified, and by sending the best they avoided the severe negative reaction which results if they sent someone who was not one of the better performers. The effect of this practice is that:

- Fewer NCOs are left in the unit to train and supervise.

- There is a higher density of low performing individuals left in the unit to be trained and supervised.

- There is a lower density of peer role models to set examples in the areas of personal initiative, reliability, and dependability.

- A low performance group norm is reinforced in the unit, increasing the demands on the remaining leadership.

SDA personnel were used to staff higher level headquarters and operate installation activities. Division headquarters were typically staffed at over 100% authorized strength (ranged from 118-180%) with lower numbers of augmentees found at brigade, battalion and company level. The civilian workforce that would normally operate installation activities and maintain the installation were authorized at only 68% of the FORSCOM recognized requirements across the installations sampled.

B. Impact of Low Fill

The impact of low fill of NCOs and experienced critical MOSs in combat battalions was such an overriding factor that it also contributed to the causes and effects of other detractors. Some of the most frequently mentioned effects of low fill were:

- Insufficiently trained individual soldiers. The TRADOC training base trains soldiers in only critical base skills (which compose 60-70% of what the soldier needs to know to perform in that grade). It is up to the unit to teach the rest of the skills. In fact, the soldier may be expected to perform at a higher level because higher ranking personnel are missing, despite the fact that there is no one with experience and time to teach him. The result is that he is taught, or self-teach, the wrong way and has to subsequently unlearn and relearn skills when someone finally has the time to set him straight. One battalion commander said that he routinely asks soldiers, who did something properly, where they learned how to do perform that skill. They rarely respond that they learned it in the unit, usually they respond that they learned it in BCT or AIT.

- NCO and Officer retention loss. Researchers repeatedly encountered NCOs and officers who declared they were leaving the service, most of whom had originally planned to make the Army a career. Their reasons included the constant state of crisis management and a lack of apparent progress for the work put in. Due to low fill and turnover, junior officers were not adequately trained. (This will be discussed more in the Turbulence section of this chapter)

- Loss of combat power. Since privates must function as junior NCOs, there are insufficient personnel to staff all unit weapons systems and train effectively.

C. Management Methods Used to Reduce Negative Effects of Low Fill

Some of the strategies used to cope with this situation include:

- Restructuring. "Zeroing out" or not staffing platoons/squads/sections. Four out of five divisions used this approach to a significant degree.

- Job Sharing. Using two people to do one job. Since soldiers cannot perform higher level jobs or lack experience to handle multiple tasks simultaneously, positions are double slotted and new positions created. Some examples:

  (1) Two people frequently perform the PLL/TAMMS clerk job.
  (2) Companies frequently have full time clerks, training NCOs, chemical NCOs and reenlistment NCOs.
  (3) Brigades augment their staffs. For example, maintenance expertise is not an authorized part of the Brigade S4 section, but all brigades are used as regimental rather than tactical headquarters. Since maintenance is a reportable item on the USR, brigades must have maintenance expertise on staff.
  (4) Divisions augment staffs to cope with peace time accountability and installation functions, and to try to predict and/or prevent crisis in subordinate units. Divisions have a variety of inspection teams, schools and augmented G3 sections (e.g. one had 26 SDA people and another had 36 SDA people in the G3 section.).

- The use of undergrade soldiers and soldiers outside their MOS. It was not uncommon to find combat MOS NCOs serving as motor sergeants and supply sergeants because they had the supervisory experience to direct others. The use of acting NCOs ("Acting Jacks") and/or undergrade personnel was encountered in every unit.

- Establishment of MOS training programs. All installations had locally funded MOS related training program for critical MOSs (e.g. TAMMS, PLL, supply, maintenance). On the one hand, these were viewed as necessary. On the other hand, mandatory quotas became a burden and a time waster. The most successful program was one that sent contract instructor teams, down to battalion motor pools and supply rooms, and taught unit personnel using their own unit equipment and records. These teams focused specifically on unit needs. This approach was highly regarded wherever it was used.

- Establishment of formal training programs at battalion/brigade for newly promoted or acting NCOs. Two divisions had implemented such programs. In the most highly regarded of the two programs, unit commanders felt that it decreased the learning time for a new NCO to become competent. While all units used the Primary and Basic NCO Courses (PNCOC/BNCOC), these were not considered satisfactory NCO preparation programs. The Primary Leadership Course (PLC) was also considered inadequate. Part of the problem of adequacy was that units were not using standard methods taught in PNCOC/BNCOC, and consequently a learning transfer problem occurred. The battalion/brigade programs involved all the command sergeants major in the unit. First sergeants, as faculty, dealt with the most immediate, every day problems faced by the new NCO, helping to build his confidence and enable him to transfer skills to practice. Since the courses were taught with battalion/company personnel, rapport and coaching relationships were built. Senior NCOs were able to serve as role models! (Example course topics are at Appendix E).

- Conduct of ongoing professional development classes for junior officers and NCOs. One brigade required weekly classes for junior officers and NCOs (taught separately). The features of this program were:

    (1) Topics included administrative and leadership problems faced in the battalion. Brigade did not identify subjects.
    (2) Three of the four sessions per month were conducted at company level; the fourth was conducted at battalion level.
    (3) An example of a program of instruction for new company commanders can be found at Appendix F.

This program worked so well that one battalion set up a "twice per week" schedule as shown in Figure 1.

0730-0830 Monday	Tuesday	Wednesday	Thursday	Friday
(1) Junior NCOs and potential NCOs conduct physical training (PT) and Drill and Ceremonies (D&C) under supervision of Senior NCOs.	(1) Junior NCO classes, Sr. NCOs supervise troops in barracks. (2) Junior Officer Classes.	(1) Junior NCOs & potential NCOs conduct PT and D&C.	(1) Junior NCO classes (2) Junior Officer classes.	(1) Junior NCOs and potential NCOs conduct PT and D&C (2) 0830-0900 hrs. Unit Commander talks to troops about past week and future events

Figure 1: Professional Development Scenario

*In this scenario, the time from wake-up to the first training formation at 0845-0900 hrs. basically belonged to the NCOs.

- Training in groups to maximize influence of the limited number of experienced NCOs. Units conducted very little one-on-one skill training because of the lack of knowledge and experience of junior NCOs. Even individual/SQT skills were taught frequently in groups.

- Performance of lower level jobs at a higher level. Frequently, tasks were centralized, and performed by a higher ranking person. For example, platoon leaders had to try to train squad leaders and perform squad planning functions, and the executive officer frequently did portions of the maintenance and supply sergeants job. This approach seemed to work at a minimally well at company/battery level, but began to break down at battalion level and higher (e.g. Personnel Administration Center (PAC). Doing those extra jobs typically required expanding the work week. The average work week for leaders in companies/batteries was 58 hours per week. (A more detailed discussion is contained in the section of the chapter titled "Lack of Time".)

- Extension of the lead time for an event. One of the most successful methods of coping with low fill was extending the planning time and lead time for an event (tactical or administrative), so that junior leaders could learn as they prepared. (This is discussed in more detail in the section of this chapter titled "Lack of Time".)

- Reduction of headquarters augmentation, so that there are fewer people to generate requirements for lower levels. An experiment being tried by one division is reduction of division headquarters strength to not exceed 100% of authorized. The staff can keep an SDA position if they want, but then a TOE position must be given up somewhere in the division headquarters. The experiment is too new to evaluate.

- Critical examination of SDA. (Several approaches being used in this area are discussed in the section of this chapter titled "Installation Support and Taskings".)

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LOW INDIVIDUAL PERFORMANCE

A. Description of Low Individual Performance

Individuals were reported to be less responsible and dependable than needed in an environment with an insufficient number of skilled first line supervisors. Problems specifically mentioned involved:

- Language proficiency: English as a second language. (One division with two brigades had over 2,000 soldiers enrolled in English as a second language classes.)

- Literacy difficulty: Frequently it was mentioned that soldiers were unable to read field manuals and technical manuals.

- Many individuals were unable to self-supervise or self-train in the absence of specific guidance and directions. This was due to low education and motivation levels. Most commanders felt these soldiers were willing to perform and could perform adequately, but they needed to be told specifically what to do.

This situation was seen as an "either, or" situation. Either adequate numbers of skilled first line supervisors are needed, or a higher capability soldier is needed who, when given individual learning packages, can and will self-train.

B. Impact of Low Individual Performance

The impact of the current performance levels of low ranking soldiers include:

- High number of discipline problems. These problems are manifested in actions such as expeditious discharges and unfavorable personnel actions (such as bars to reenlistment and actions under UCMJ.)

- Low levels of training and proficiency. Soldiers come from the TRADOC schools only partially trained in their MOS and are frequently expected to perform at a higher skill level in that MOS, because there are insufficient numbers of higher skill personnel available. Since there is frequently no one to train them, the soldiers remain partially functional until someone becomes available to train. When leaders are asked if individual training packages were available for these personnel, they most frequently responded that packages were available, but the soldiers could not or would not use them unless told to. For example, most units have Training Extension Course (TEC) systems available covering a wide range of MOS related topics. The TEC machines are rarely used, unless an NCO tells the soldier to check-out and play a specific tape.

- Reduced opportunity to learn in the unit. Since low performance soldiers are involved in on-post educational programs (e.g., BSEP, English as a second language), they are not available for in-unit training for various periods of time. To some small degree, this also increases the workload on those who are not going to school.

- Reduced soldier performance, because there is insufficient supervision and experience to prevent or solve soldier problems. Specifically, new NCOs do not have the experience to sense problems with a soldier nor the knowledge to help the soldier handle the problems through counseling or referral.

- Safety hazards in the barracks and when using equipment in the field. In the barracks cliques or belligerents can more readily exert or influence over a unit when experienced NCOs are not present or don't know how to defuse problem situations. Inexperienced users of tactical equipment increases the accident rate when experienced NCOs are not present to supervise use. This is not always because the enlisted soldiers do not understand the fundamentals, but because the level of experienced supervision is insufficient. Further, many of the soldiers and junior NCOs do not know how to maintain the equipment. They spend many hours in the motor pool doing what they are told to do or know how to do, and not completing the functions actually required to maintain the equipment. For example, one battalion commander saw soldiers using three different methods to check track tension on a tank, none of which were correct.

- Wasted training time because first-line leaders do not know how to plan and prepare and do not have the knowledge and confidence to train their subordinates. Many have been in the Army no longer than their subordinates and were selected because they were peer leaders and fast learners. The technical expertise of these new or "acting" NCOs is not significantly more advanced than the soldiers they are to train, nor are the NCOs' deportment and confidence such that they are comfortable "taking hold" of their squad or section. Again, the problem does not appear to originate from an unwillingness on the part of the new NCO, instead there are not sufficient senior NCOs with troop experience in the unit to train the new NCO.

- The Battalion Training Management System (BTMS) has been very difficult to implement. Most battalions had received BTMS training and implemented a short term planning process, and in some cases the medium and long term planning frames. Some even changed their training schedule format. But, within companies/batteries, the commanders did not feel they could give mission type orders with the level of experience present and obtain a quality result. Therefore, except for standardizing planning time windows and changing the training schedule format, there is little change in the way operations are conducted within battalions as a result of BTMS. Most liked the system, but felt its potential benefit was mitigated by low fill and turbulence problems.

- Poor maintenance and supply operations. Since the junior NCO and upper NCO grades (E6-E7) are in short supply in these fields, recent advanced individual training (AIT) graduates (E2-E4) are expected to perform the higher level maintenance and supply tasks. The new soldiers are unprepared to do so and there are insufficient personnel to teach them. This results in delayed repair parts and poor supply accountability. Frequently, problems with repair parts and supply are directly traceable to inexperienced, untrained personnel.

C. Management Methods Used to Reduce Negative Effects of Low Individual Performance

Several approaches are used to handle this situation; collectively they are considered minimally effective.

- Assign Spanish speaking soldiers to units where the NCO knows Spanish.

- Send soldiers to BSEP, English as a second language and MOS related courses. The most successful of these courses were ones that sent mobile training teams down to battalion level to conduct the training. For success, it was found that training must be highly repetitive and offer ample opportunity to practice.

- Develop unit training using highly standardized approaches, repetition, and many hands-on practices.

- Concentrate personnel for training. There are insufficient numbers of skilled personnel for individualized training, so soldiers are trained collectively in order to efficiently train as many as possible in a short period of time.

- Higher level personnel perform more of the lower level jobs.

- Double-slot personnel. Break up the job so that it is small enough for one person to learn part of the job and perform it in a short period of time.

- Conduct short courses for new NCOs at battalion/brigade level. These courses concentrate on training trainers (how to conduct short informal classes) and on ways to handle soldier problems.

- Conduct quality of life actions.

    (1) Make sure that sufficient low cost activities are available for young soldiers and their families.

    (2) Individually orient each incoming soldier to the unit and job. Make sure each soldier is counseled by the first sergeant and unit commander.

    (3) Check back with new soldiers every two weeks or so during their first month of assignment.

    (4) Have the platoon sergeant and platoon leader visit new soldiers at home (if they live off post) immediately after they have settled. Observe any potential problems they may need help with (e.g., over-extended financially? How are the children dressed? Any family problems?).

    (5) Conduct classes for NCOs, informing them of soldier services available, location or referral services, etc.

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- Establish and maintain "live" communications methods for keeping soldiers informed, advised of what is coming up, their role in events, and their progress. Training schedules are complex, and some soldiers have difficulty reading them, so the schedules should be explained orally. Some successful approaches used included:

  (1) First sergeants conduct a daily formation to review activities.
  (2) At least weekly, unit commanders informed troops of the last week's events and upcoming events (three or four weeks ahead).
  (3) Division commander arranged to have coffee with a random sample of three to six company commanders each week to discuss perceptions, challenges, and solutions.
  (4) Division commander sergeant major arranged to have coffee with a random sample of squad leaders once per week. At another time, he would talk with a random sample of first sergeants.
  (5) Division, brigade and battalion commanders would visit units in the field; stay, observe and perhaps have lunch with the troops. These were accomplished without fanfare and at different times, as opposed to the "stacked helicopter" or "convoy of autos" approach.

TURBULENCE

A. Description of Turbulence

Personnel turbulence, especially among NCOs, was consistently mentioned as a detractor to combat training. Across the divisions sampled, enlisted turbulence averaged 71% moving out of the division per year. A previous study (Bialek, 1977) indicate that internal turbulence (movements within a unit) magnifies this problem. In that study, turbulence at squad level (those leaving the squad) was 48% in a four month period. That amounts to a 144% turnover per year.

B. Impact of Turbulence

The most frequently mentioned effects of high turbulence are:

- Turbulence is reportedly a direct contributor to much of the frustration experienced, and to the decisions to leave the Army made by officers and NCOs. Turbulence is also cited as a contributor to low individual performance levels of low ranking soldiers.

- Collective training above company level cannot be effectively performed.

- Readiness reports are obsolete soon after they are completed. One battalion commander said that, of the 52 tanks assigned to his battalion, only 10 would have the same tank commanders as 12 months earlier. Admittedly, a number of tanks were in dormant status without crews.

- Commanders attempt to train their units at more advanced levels than the troops are ready for, and consequently there is no opportunity to correct mistakes made at a more basic level. Some company commanders have established detailed scenarios repetitively rehearsed over a given piece of terrain in order to be ready for a particular battalion/ brigade exercise.

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- Progressive training is not possible beyond one training cycle. By the time the next training cycle occurs, there will have been another 20% external turnover, coupled with additional internal turbulence.

- Training time is wasted because there is little institutional memory, and new NCOs and junior officers do not have well developed planning skills.

- NCOs and critical MOS personnel rotate soon after reaching minimum competency levels.

- NCOs and officers are leaving the Army because of the constant state of crisis management produced by the situation of high personnel flux. The crises they face are repetitive, and they cannot see any progress despite the time and energy they expend. One division has been tracking officer attrition for the last three years, and conducts exit briefings with each officer. The results show that, three years ago, officers were deciding to leave after about seven years service; they are now leaving after only five years service. Most cite feelings of being unable to contribute as the reason for leaving. The research team encountered officers from the rank of major to lieutenant who were getting out. These officers had not been passed-over, and in fact had, in some cases, West Point or military funded graduate school backgrounds.

C. Management Methods Used to Reduce Negative Effects of Turbulence

All commanders felt that there was very little they could effectively do about this detractor. Approaches adopted focused on repetitive training and attempts to reduce the learning time of personnel. The most frequently mentioned approaches were to:

- Stabilize officers, who are not commanders, for at least 18 months.

- Conduct battalion/brigade NCO training programs (see Appendix E).

- Conduct officer training programs (see Appendix F).

- Train at low levels of proficiency.

- Make training repetitive. Refrain often.

- Resist taskings and levies.

- Use personnel outside of assigned MOS.

- Use two people for one job.

- Create additional positions to compensate for untrained personnel.

    (1) Company clerk to perform some PAC functions and platoon sergeant or first sergeant functions.

    (2) Training NCO to perform platoon leader, platoon sergeant, unit commander functions because individuals in those positions are filling other peoples' jobs.

    (3) Staff augmentations at battalion, brigade and division level (e.g., draftsmen for charts, tasking NCOs, instructor groups, inspection groups).

INSTALLATION SUPPORT AND TASKINGS

A. Description of Installation Support and Taskings

Support of installation activities and taskings to perform non-combat related tasks take key personnel away from the unit. Together these comprised a major detractor. These requirements included:

- Special duty assignments to staff higher level headquarters and installation activities.

- Maintenance of the installation facilities (e.g. ranges, building, guard duty).

- Reserve component (RC) and Reserve Officer Training Corps (ROTC) support. While taskings that allowed the use of squads and larger units to train or function as aggressors were deemed to have some training value, individual taskings were usually dysfunctional. Typically, individual taskings called for an NCO or critical MOS to leave the unit for from 30-60 days to operate an RC or ROTC facility.

- Short notice or unexpected taskings that disrupt training plans (e.g. change of command parades).

B. Impact of Installation Support and Taskings

The most frequently mentioned effects of taskings and installation support were that they:

- Deplete combat strength.

- Deplete strength of critical personnel such as NCOs and technicians.

- Negate planning and preparation of what was planned and reduce the quality of future planning.

- Immobilize units for a period of time. For example, one division had two brigades basically immobilized for 60-90 days to support RC and ROTC training. Some of this turns out to be beneficial joint training, but that effect is unpredictable, and in 90 days another 20% turnover can be expected to occur.

- The cycle system, by its very nature disrupts units during their installation support cycle.

C. Management Methods Used to Reduce Negative Effects of Support and Taskings

- Use cycles to concentrate training time in usable segments, and installation requirements into usable segments so units can plan for them.

- Critically analyze SD requirements. Some techniques that have been used include:

  (1) Convert low skill SD positions to daily detail tasks to be performed by the installation support battalion. This reduces internal turbulence and long term disruption to the units.
  (2) Analyze SD jobs in order to identify the minimum number of personnel and skill level required to do the job and reduce the tasking requirements.
  (3) Have units visit SD personnel at the job site to determine if they are fully used.
  (4) Require a job description for each SD position before it is approved, and let the unit select someone against the position requirements.
  (5) Establish an SD review panel composed of both installation activity proponents and tactical unit representatives.
  (6) Permanently assign SD positions to battalions, so they can keep them filled and reduce the administration.
  (7) Limit SD taskings by grade and unit. For example, one division established a limit of how many people could by tasked based upon a percent of assigned strength:

	% of Assigned		
Unit	E1-E4	E5-E8	01-05
Inf Bde	1.5%	2.0%	1.5%
Cav Sqdn	2.0	2.0	2.0
DIVARTY	3.0	1.0	3.0
DIVADA	3.0	3.0	3.0
Engr.	-	1.0	-

  (8) Pull SD personnel from replacement stream rather than units. (This option is not always popular with the units, particularly if a trained NCO or critical MOS is coming in).
  (9) Review installation proponent activities to determine if they are doing the supervision and training they should. Should a better quality unit member be sent? Or can the proponent supervise a less skilled individual better than the unit?

- Augment staffs to handle the additional requirements. The previous example of the divisions with 26 and 36 SD personnel in the G3 section is relevant here).

- Work longer to do the job of the people not there.

- Focus all taskings through a single source so that the tasking load for battalions can be monitored and their effects assessed (e.g. G3).

- Provide at least 15 days notice to units for taskings. Post all recurring tasks to an installation regulation (e.g. guard duty, police details). Also list these in the planning calendar.

- Handle taskings as missions where possible.

- Reduce headquarters augmentations (Some add staff to handle requirements; some reduce staff to reduce the requirements).

LACK OF EQUIPMENT AND MATERIEL

A. Description of Lack of Equipment and Materiel

Lack of equipment and materiel were most frequently cited as a distractor at company/battery level. The areas most frequently mentioned were:

- Some lines of ammunition (e.g. 4.2" mortar illumination, some tank ammunition) were not available.

- Repair parts. For example, in one mechanized division the PLL of repair parts did not come with the equipment. Therefore, when an item was broken, it could not be replaced. Local purchase items frequently took so long to fill that the request was automatically killed before it could be filled (e.g. fire extinguisher seals for tanks were slow).

- Pacer items or key end items were in direct support (DS) maintenance too long.

While lack of equipment and materiel was cited as a detractor from training, when respondents were asked specifically if equipment and materiel shortages presented a problem in reaching assigned combat readiness levels, they responded as shown in table 8.

TABLE 8
Equipment/Materiel Availability and Combat Training (%)

	Company/Battery	Battalion	Division/Bridage
Shortages ARE a Problem	48%	53%	
Shortages NOT a Problem	52%	47%	100%
	n=42	n=43	n=10

Again, the areas cited were the same as above and centered around repair parts/self service purchase parts, ammunition and maintenance turnaround from direct support (DS) maintenance.

B.   Impact of Equipment and Materiel Shortages

Basically the impact of the shortages cited resulted in:

- Less interesting or realistic training (for instance, in the case of unavailable ammunition).

- Use of incomplete vehicles, and inability to properly train because vehicles needed for training were not ready for issue.

- Inadequate maintenance of vehicles. Units would sometimes not turn in vehicles (e.g. tanks) for retrofit when they reached maximum mileage because the feared they would not receive replacement vehicles.

- Waste of maintenance time. Units used much time locating needed parts from other units.

C.   Management Methods Used to Reduce Negative Effects of Shortages

Except for repair parts, sound management systems were able to mitigate most of the negative effects.

- Ammunition. Frequently ammunition was a problem because training could not be planned far enough in advance to forecast and request the ammunition needed. Those battalions that forecasted training 12 months or more in advance and were able to follow their training plan had little problem with ammunition. The exceptions were shortages in mortar illumination, artillery and tank ammunition, where sufficient qualities were not available. Sometimes substitutions were made that were inadequate. Overall, indications were that there was sufficient quality, but careful management and advance planning were necessary.

- Repair parts. Repair parts shortages cited were not uniform from division to division. They varied from the length of time it took to obtain a battalion funded item (with funds available) to shortages in vehicle components or supply channel items (e.g. Gamma Goat parts). To some extent, the effects were reduced by borrowing from neghboring units or watching the cannibalization yards closely. Some built up their low density PLL items by "direct exchanging" parts scavenged from the cannibalization yard so that extra parts were available for high use periods. Some of the problem with repair parts was attributed to untrained personnel in the supply chain (e.g. PLL/TAMMS clerks); high breakdown rates were attributed of personnel untrained in vehicle operation and maintenance.

- Maintenance turnaround. Most units realize with current breakdown rates and the lack of trained, experienced maintenance personnel, that there would be some level of equipment "down time". One brigade took an approach which worked very well:

(1) Every week there was a DA Form 2406 review at brigade.
(2) Present at the review were:

Brigade S4	DISCOM Commander
Battalion Commander	DS Maintenance Company Commander
Battalion S4s	
Battalion Motor Officers	

(3) Each battalion commander briefed the group on his Emergency Readiness Category (ERC) "A" and major mobilization equipment status.
(4) Long "down time" items were discussed and DS Company priorities established to support the brigade.
(5) ERC "A" and critical items had DS support priority when they came into the DS Shop. All other items were worked on in "first-in, first-out" basis.
(6) Priority equipment had a special bumper marking.
(7) The results have been that there is about the same amount of overall vehicle "down time", but a higher availability of key equipment. In other words, important things get done first.

Another technique used by high performing units was the weekly, sometimes daily, tracking of key elements (particularly DA Form 2406 elements). For example, brigade S4s routinely tracked:

(1) Assistance visits requested and performed in battalions by brigade or division.
(2) Fund expenditure status against plan
(3) Ammunition status against plan
(4) PLL zero balance status
(5) Vehicle operational readiness
(6) Communication operational readiness
(7) Reports of survey status
(8) Fuel expenditures against plan
(9) Equipment transfer status
(10) Component or parts shortages to make a vehicle ready for issue.

Most of these items were taken from the routine daily submission of DA Form 2406 data or were tracked by the battalion S4, requiring no additional or special report at company level.

* Increase fuel shortage capacity at unit level to reduce vulnerability to truck, rail and ship strikes or weather.

LACK OF TIME

A. Description of Detractor

Time was cited less frequently than expected as a reason for poor training quality, or for not conducting satisfactory combat training. Surprisingly, many

said there was enough time available, and some of those who stated there was not enough time attributed that to the wasting of currently available time. Other difficulties included getting time in usable "chunks", and having little lead time to fully utilize available or scheduled time. When asked specifically if there was sufficient training time to reach the readiness levels required, respondents replied as shown in table 9.

TABLE 9
Adequacy of Available Training Time

Response	Company/Battery	Battalion	Division/Brigade
• There IS Sufficient Time	30%	66%	78%
• Is NOT Sufficient Time	70%	34%	22%
	n=63	n=32	n=23

As might be expected, the higher levels of organization with adequate staffing perceived time to be less of a problem. Planning skills and experience were also less well developed at company/battery level. The lack of sufficient NCOs at company/battery, and the fact that many tasks are not delegated to the inexperienced undergrade NCOs, contribute to the feeling of insufficient time in companies/batteries.

B. Impact of Inadequate Time

In identifying its effects, insufficient time cannot be examined in isolation. Frequently time was perceived as insufficient or wasted due to lack of experience and expertise in NCO and junior officer ranks. This caused those who were experienced to do more themselves, because lead times were too short to train others. The experienced and able do more and become overloaded, which results in:

- Lowered training levels. There was insufficient time to correct deficiencies.

- Marital and family problems. Long work hours and bringing work home reportedly caused domestic difficulties.

- Reduced retention of officers and NCOs. Long hours and energy "putting out fires" with no apparent progress caused frustration and dissatisfaction.

C. Management Methods Used to Reduce Negative Results of Insufficient Time

- Use of cycle system. Four of the five divisions sampled used a cycle system to attempt to provide chunks of time dedicated to training. Cycles varied from four weeks to six weeks. And the reaction at battalion level ranged from not noticing the cycles to following them closely.

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In those cases where participants were most satisfied with the cycle system as a time management tool (three out of four divisions), the cycle system had the following features:

(1) All used three cycles. One theme was:
       --School/Individual Training/Installation Suppu.
       --Small Unit Training
       --Collective Training

    Another theme was:
       --Individual Training/Individual Tasking
       --Small Unit Training/Small Unit Tasking
       --Collective Training

(2) Some only put the combat brigades on the cycle system and managed division troops separately. Others put all combat battalions/squadrons on cycle.

(3) Cycle length was based upon practical considerations such as the length of PNCOC/BNCOC, so that the maximum number of NCOs would be in the unit during the prime training cycle.

(4) Training cycles were strictly enforced.

(5) Extended planning time windows were used at all levels of command for tactical and administrative cycles.

● Extended planning horizon. When asked how far out training was planned, units responded as shown in table 10.

TABLE 10
Most Frequently Used Planning Horizons (%)

Period	Company/Battery	Battalion	Brigade/DIVARTY	Division
1 week	2%	2%	7%	-
2 weeks	*37	*11	7	*16%
3 weeks	8	8	2	5
4 weeks	7	5	2	3
5 weeks	4	3		
3 months	*16	*15	*30	*16
6 months	8	*11	*11	*11
12 months	6	*24	*30	*18
18 months	1	4	*20	*21
	n=145	n=150	n=44	n=38

*Most frequently used planning times.

The most successful organizations, as reported by supervisors and peers, tended to use planning horizons longer than those shown in the table. This gave inexperienced officers and NCOs learning, as well as planning time. Those planning times are shown in table 11.

TABLE 11
Planning Horizons Used by Most Successful Units

	Detailed	Conceptual	Major Events
Company/Battery	4-6 wks.	3 mos.	6 mos.
Battalion	2-3 mos.	6 mos.	12 mos.
Brigade/DIVARTY	3 mos.	6-12 mos.	18 mos.
-Division	6 mos.	12 mos.	18 mos.

Ranges and training areas were obligated as much as 12 months in advance and other assets (e.g. air support) 3-6 months in advance. Divisions staff officers reported that it took about 18 months to accomplish all of the division's required events (e.g. AGIs, EDREs).

● Adhere closely to training plans. Within the divisions that were best able to adhere to training plans, battalions had to brief the division commanders three months out by week, six months out by month, and major events (out 12 months) by month. Most units felt that once training was "locked in" (usually with publication of the training schedule), they followed it closely. Responses are shown in table 12.

TABLE 12
How Closely Training Schedules are Followed*

Response	Company/Battery	Battalion	Brigade/DIVARTY	Division
No Changes	1%	3%	4%	5%
Follow closely	80	67	52	63
Not followed closely	10	8	17	21
	n=79	n=61	n=23	n=19

*Note: Miscellaneous responses are not shown in this table; therefore columns do not total to 100%.

● In two divisions, training schedule changes had to be approved at brigade level or higher.

● Extend the workday or workweek. Some typical workweeks by position are shown in table 13.

TABLE 13
Typical Workweeks

Position		Workweek (hours)
• Unit Commander	(n=21)	65 hrs/wk
• First Sergeant	(n=15)	58
• Platton Sergeant	(n=30)	60
• E6 Level Leader	(n=99)	57
• Motor Sergeant	(n=9)	58
• Supply Sergeant	(n=9)	57

• Delegate authority to control time to the lowest level. Commanders at battalion and company level were not so concerned about the total amount of time but rather on the fact that it was provided in small with little lead time. Techniques to deal with these times complaints that leaders advocated included:

(1) Provide three consecutive days per quarter to platoon level personnel strictly for conducting training they think is necessary.

(2) Provide one week per year where the NCOs take all the enlisted personnel of the brigade to the field and perform individual SQT training. During this period, officers conduct tactical classes for themselves and perform tactical exercises without troops (TEWTS).

(3) Schedule no meetings for Monday and no meetings or appointments in the mornings. Then, Commanders can be with their troops during the most critical phase of training: the beginning.

(4) Provide companies with major events (e.g. battalion and higher exercises, and AGI schedule), a list of requirements and a planning period – and let them plan the training for the quarter by week and 6-8 weeks by day.

• Establish and maintain communications with soldiers. Officers and NCOs in the units reported to be the best, repeatedly stressed the necessity for maintaining frequent communications with the soldiers, particularly at company/battery level. While this sounds routine, there were definite differences between units in the quality and frequency of communications. Part of this need was attributed to the high density of inexperienced NCOs at the junior level. who cannot decide what should or shouldn't be passed on to the troops. And to an increasing degree this was also attributed to senior NCOs who have had little troop time before entering units as senior NCOs.
Some methods used to increase communication effectiveness were:

(1) The first sergeant informs the soldiers of daily and immediately upcoming concerns at the daily reveille formation, the unit commander covers what occurred in the past week, the lessons learned and what the priorities, events and expectations will be for the next two or three weeks.

(2) Frequent visits by unit commanders to the field and increased one-one-one communication with troops.

(3) Division commander and assistant division commander (ADC) visits without fanfare (e.g. helicopters, sedans). These were considered useful in reinforcing the importance of a training event. Unit commanders looked forward to the visits, except when they were followed by a series of memos regarding discrepancies.

(4) One ADC looked at unit training schedules three weeks in advance and would select one or two key blocks of instruction per battalion being taught by an NCO. He would then go down and visit the instructor and ask questions about what was being done to prepare for the instruction.

(5) In two cases, general officers would go to field and have lunch with the troops and talk to them as individuals about quality of life and the importance of aspects of the training they were conducting.

(6) One overriding assumption, that, when applied, reduced tension and minutia, was "that everyone in the chain of command was trying to do the best job they could, unless they proved otherwise". The job of higher levels, then, was to provide assistance.

• Clear operational priorities that do not place non-combat tasks above combat training. When leaders were asked what their priorities were, they responded as shown in table 14.

TABLE 14
Perceived Unit Priorities

Company/Battery	Battalion	Brigade/DIVARTY	Division
1 Training 2 Maintenance 3 Readiness 4 Troop needs 5* Deployment 5* ARTEP	1 Training 2 Readiness 3 Maintenance 4 Supply 6 Troop needs 7 Deployment 8 ARTEP	1* Training 1* Readiness 2 Maintenance 3* Troop needs 3* Deployment	1 Training 2* Deployment 2ᴬ Readiness 3 Maintenance

*tied

However, when asked which performances were rewarded and which were punished, the responses were as shown in table 15.

TABLE 15
Reinforcement for Task Performance

	If Perform Well	If Perform Poorly
Combat training	+	0
Mandatory training	0	-
Administrative/Garrison tasks	0	- -

Scale:	++	+	0	-	- -
	Highly Positive	Slightly Positive	No Positive or Negative	Slightly Negative	Highly Negative

Only in one division and a few high performing battalions was it strongly reported that conducting good combat training was just as important as other demands. Those same units usually performed both combat training and administrative tasks well, in the opinions of higher levels of command and sister units. In those battalions, company/battery commanders felt that they would be equally regarded or counselled for good or poor performance in either the combat or administrative domains. Those battalions exhibited low threat, high confidence, and a high level of delegation to lower levels.

MISCELLANEOUS AREAS

Other areas such as training areas and ranges, budget, maintenance support and inspections seemed to be periodic irritants, rather than major detractors to combat training.

Training areas and ranges. When asked if these were a problem to conducting effective combat training, the answers were:

	Short of areas/ranges (% "yes")
Company/Battery	21%
Battalion	27
Brigade/Division	17

Where areas were a detractor, it was usually solved when areas requested were in fact used. Another technique used was to obligate areas and ranges for the next fiscal year based upon battalion training plans.

CHAPTER 4: FIELD RECOMMENDATIONS
AND AREAS OF FURTHER RESEARCH

GENERAL

This chapter presents recommendations made by participant members of the five FORSCOM divisions visited, and suggested areas for further research identified by the research team.

The recommendations were made during interviews as a result of discussion of problem areas or as a result of solicitation of ideas by the interviewer. Statistics were not kept regarding how many times a similar idea was mentioned, and obviously all ideas heard by the research team are not presented here. The research team selected those that appeared to them to be promising approaches.

The areas of further research are areas in which the research team thought further knowledge might lead to useful solutions or approaches.

FIELD RECOMMENDATIONS

A.   Personnel Fill and Turbulence

(1)   Have battalions or brigades develop short NCO "survival skill" courses with contents uniquely suited to their own battalion or brigade. (PLC, BNCOC/PNCOC are too general to help the newly designated NCO become rapidly functional). In addition, checklists of competencies, initial training and weekly professional development classes should be instituted to raise competence and confidence, and to reduce learning time.

(2)   Authorize a clerk at company/battery level. The clerk does more than type; he extends the capability of the first sergeant and frees him to use his greatest knowledge and experience for key matters. The first sergeant can assign a task (e.g. prepare a school request), recommend where to go for references, and not have to deal with it again until he proofreads the draft. All of the research and draft preparation is time that first sergeants can be using to do other tasks. A clerk is probably the most economical time management aid for the first sergeant in an NCO scarce environment. The first sergeant's experience, skill and guidance is simply more valuable when applied elsewhere.

(3)   Don't centralize or civilianize anything else to help units. The centralization of the PAC reduced the skill levels authorized, and the response time to units. Centralization of supply and maintenance functions in the DMMC built a new bureaucracy. Slots converted o civilian spaces are funded at only 70% of need, the soldiers who do the jobs anyway must do so in SD status.

(4)   Authorize a maintenance officer/NCO at brigade level in the MTOE in the peace time role. Brigades have to function as regimental head-quarters, but are staffed as combat headquarters. Also, legal clerk is needed at battalion level.

(5)   Authorize a training NCO at company/battery level to cope with the increasing administrative complexity (e.g. ranges, TEC lessons, job books, soldier manuals, training manuals, training aids, etc.). In combat, the training NCO could continue to work for the commander.

(6)   Stablize "staff" or at least the command group with the new extended command tours.

(7)   Develop some kind of training or sensitivity to prepare new commanders to avoid "burn-out" with the extended command tour.

(8)   Install word processors in each PAC. In those battalions here they have been installed, response time to units has been improved, accuracy has been improved, and report generation time has been reduced (e.g. rosters, S4 reports, training schedules).

(9)   Reduce internal turbulence within divisions (e.g. cross leveling MOSs after soldiers are assigned to units).

(10)   Assign West Point Officers to units after their training. They are in their platoon for 30 days and then are gone for three months before they rejoin their platoon.

B.   Individual Performance

(1)   See if the Housing and Urban Development Agency (HUD) can be influenced to finance low cost off-post soldier housing to replace trailers.

(2)   Expand TRADOC AIT training for critical MOSs to fit the demands the soldiers will actually face in units.

(3)   Standardize common tasks throughout the Army (e.g. vehicle storage, wearing of field gear, etc.)

(4)   Develop standard OJT training lists of what a new AIT graduate needs to learn in some recommended priority of need. This would be particu-larly helpful for mechanics, supply, PLL/TAMMS and chemical.

(5)   Teach officers at all levels how to conduct effective meetings so they will involve the right people at the right time, and not waste time.

(6) Train all Armor Crewmen to be loaders during AIT. Training soldiers to be drivers, loaders and gunners places a burden on them and on the unit; he will most likely be put immediately out of his MOS to fit crew demands. Drivers can be more rapidly and more easily trained in the units than other positions.

(7) Raise recruiting standards when NCO fill or turbulence reaches a certain level.

C. Installation Support and Taskings

(1) Review civilian positions after SD review to see if they should be reclassified or trained to be able to train/supervise soldiers.

(2) Develop company commander and first sergeant courses that teach how to perform the administrative/garrison tasks on an installation.

(3) Budget the level of taskings that a battalion can be tasked for during a year so that time has to budgeted like other assets. For example:

(a) If a training year has 200 available days, and the yearly training plan with cycles calls for 100 days of training and 100 days of post support; higher headquarters would have a fund to draw against when tasking a battalion (average assigned strength X days available).

(b) This fund would be drawn down each time battalion personnel were used for details, parades, SDA etc.

(c) Higher headquarters would have to budget taskings against unit time just as it does funds. It would have to set priorities.

(d) Division would have to allocate so many tasking days to brigades, etc.

NOTE: This might be a useful adaptation for the new Training Management Control System being procured by the Army.

AREAS OF FURTHER RESEARCH

This study generated several unanswered questions, as any research project inevitably does, that are worthy of further study. The most important research topics are described below:

A. Noncommissioned Officer (NCO) Training

(1) Statement of the Problem.

The current NCO fill rates and high turnover creates severe problems in several operational areas. BNCOC/PNCOC provides training for NCOs who are assumed to have some minimum experience level, and PLC is very general and brief.

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(2) Area of Study

If it has not already been explored recently, a feasibility study should be conducted to see if minimally competent NCOs could not be more efficiently and effectively trained in the TRADOC training base, using a model like the "Instant NCO" program initiated during the Vietnam era. In all probability, more qualified candidates could be centrally selected from BCT/AIT and trained with an investment of less person hours and facilities cost than at the separate installations, especially considering the size of the current need. What should the selection criteria and method be, and what should be the method of instruction?

B. Training Management

(1) Statement of the Problem

The Army will shortly procure and implement the Training Management Control System (TMCS) using microprocessor technology. Many administrative and calculating tasks are currently performed manually that could be performed by microprocessors.

(2) Area of Study

In what additional areas can microprocessor technology be applied for unit use? Is it possible to preprogram ARTEP tasks with the accompanying soldier manual tasks and leader tasks, references, and training aids available? Other time saving programs might be useful (e.g. formatted operations orders or staff assessments, movement tables, loading plans, individual training records).

C. Impact of Low Fill and Turbulence on Training

(1) State of the Problem

Currently, regardless of fill or turbulence, all units of a given TOE designation (e.g. company, battery, battalion) have predesignated training objectives prescribed by DAMPL number, ALO and FORSCOM Regulation 350-1. The lack of experience and turnover indicate that lower levels of training should be expected, longer lead times given or certain skill areas repeated more frequently than others.

(2) Area of Study

Are there logical trigger points for critical skill fill and turbulence that should activate different readiness standards or methods of training? What should the trigger points be? What should they trigger?

D. Recruiting Standards and Leadership Skills

(1) Statement of the Problem

The Army needs to maintain its strength. Current enlistment criteria are established based upon assumptions about the experience and training available to the new soldier. New soldiers are often being

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trained at lower skill levels in the TRADOC training base than pre-
viously, and the expertise in units if not sufficient to train the
soldiers to the skill levels required.

(2) Area of Study

When the experience base of junior NCO and officers falls below a
certain level should that trigger an expansion in TRADOC training
or higher enlistment selection criteria? If so, at what point?
What would be the costs? How much should the training be extended
or the enlistment criteria raised/lowered?

E. Internal Turbulence

(1) Statement of the Problem

External turbulence (the transfer of soldiers outside the division)
has reached very high levels. Yet, external turbulence that is
tracked on routine personnel records is only part of the turbulence
problem. Much more occurs within division, brigades, and battalions.

(2) Area of Study

What is the extent of internal turbulence in FORSCOM divisions?
What is the impact? Can it be reduced? Should it be reduced?

F. Soldier Discipline

(1) Statement of the Problem

Leaders within units have stated that a decrease in soldier discipline
and an increase in the level of personal problems is partially attri-
butable to a lack of first-line supervision.

(2) Area of Study

Is this true? To what extent? Is there a predictable correlation
between NCO fill and/or turbulence and unfavorable personnel actions?
Retention?

REFERENCES

Bialek, Hilton M., *Personnel Turbulence and Time: Utilization in an Infantry Division.* Presentation to the Military Testing Association, HumRRO, Alexandria, VA, October, 1977, pp. 3-77.

Scott, Aurélia C., Johnson, Carol A., McCluskey, Michael R., Tokunaga, Howard T., Giesler, Robert W., and Whitmarsh, Patrick, *Final Task 1 Technical Report,* U.S. Army Research Institute (McFann, Gray and Associates, Inc.), 1980.

APPENDIX A: RESEARCH METHODOLOGY

A-1

ENCLOSURE 1

DATA COLLECTION METHODOLOGY

Several methods were used to collect data during this research: structured interview, questionnaire, and review of selected printed materials (e.g local regulations).

A. Structured Interviews

Information was gathered primarily through structured interviews, which allows for enhanced rapport and openness of communication, as well as for the most flexibility in probing for information.

Interview guides (see Appendix A) were designed for use with specific duty positions and levels of command. These guides were based upon issues identified in the contract Statement of Work (SOW) with primary focus on lower levels of command.

In addition to the open-ended questions comprising the interview guide, an exercise was conducted as part of the interview of Battalion and Company levels. In this exercise the participants rank ordered indicators of unit effectiveness in terms of their relative importance for accomplishing their goals on a day-to-day basis. Relative values were then assigned to each criterion and the performance of companies and batteries was rated. This unit-effectiveness exercise provided information regarding the relative importance given to various indicators of unit performance, the amount of agreement between a battalion and its companies, and indication of the performance of companies as viewed by the battalion commander and company commander.

The list of unit effectiveness indicators included:

Accomplishment of Assigned Task (Post Support, etc.)
Appearance of Personnel
Appearance of Unit Area
ARTEP performance
AWOL Rate
Collective Training
Communication
Execution of SOPs
Individual Training
Inspection Results
Maintenance
Performance of Mandatory Training
Personnel Utilization
Re-enlistment Rate
Security of Weapons and Documents
SQT Performance
Supply Management
Unfavorable Personnel Actions (Article 15, Admin Discharges, etc.)

B. Questionnaire

The questionnaire - a "job task inventory" - was developed through previous research (McCluskey et al, 1980). (A copy of the qu ''onnaire is provided in Appendix B).

The questionnaire consists of 487 administrative tasks, programs, and additional duties, and asks respondents:

Who performs the task?
How frequently the task is performed?
How long a task takes to perform?
How much training is required to master the skill?
If a cycle system is used, how often a task is performed per cycle?
Background and general information data?

Use of the questionnaire allowed for rapid, economical collection of information.

C. Selected Printed Materiel

A wide variety of printed materials were obtained from Division and Brigade/DIVARTY. This method of data collection provided an economical and non-disruptive method of collecting information. The materials requested included:

Division Organizational Charts
Division Index to Publications (equivalent to DA Pam 310-1)
Division training regulation or circular (equivalent to FORSCOM Reg. 350-1)
Division Publications Related to Use of Borrowed Military Manpower (BMM)
Special Duty (SD) and Civilian Staffing
Division Training Calendar
Division Quarterly Review and Analysis

Each data collection method and the location of its application is shown in table 16.

TABLE 16
Application of Instruments

Methods	Where Applied
Structured Interview	Division Brigade/DIVARTY Battalion Company/Battery
Questionnaire Printed Materiel	Company/Battery Division Brigade/DIVARTY

The use and rationale for each data collection method is shown in Table 17.

TABLE 17
Data Collection Methodology, Purpose and Rationale

Method	Information Sought	Rationale
Structured interview (including Unit Effectiveness Indicators Exercise)	-Description of management method and relationships -Leader perceptions -Innovative ideas -Examples	-Most flexible for obtaining objective data -Allows two-way communication -Builds trust in participants -Allows determining why something occurs
Questionnaire	-Validate information gained in previous research -Identify what administrative/garrison requirements are performed, when and by whom.	-Most rapid, economical means to collect data -Extends methodology and data base used in previous research
Printed Material (e.g. planning and scheduling documents management and requirements documents etc.)	-Validate and expand data collected by other sources -Identify unique requirements or methods for a given installation	-Economical data collection methodology -Allows cross validation of other sources -Least descriptive methods of data collection for units.

ENCLOSURE 2

DATA COLLECTION PROCESS

Data were collected using targeted methods and a time sequenced approach. Figure 2 displays the typical approach used.

	Prior to Arrival	Day 1	Day 2	Day 3	Day 4	Day 5
● Collect Printed Materials						
● Interview Division Level		▭				
● Interview Brigade/DIVARTY Level			▭			
● Interview Battalion Level				▭		
● Interview Company/Battery Level					▭	
● Administer Questionnaire at Company/Battery Level					▭	

Figure 2:   Data Collection Sequence

A.   Printed Materiels

Printed materials were requested prior to arrival and while on site. During the data collection week, additional publications identified by the personnel interviewed were collected. Typically, the following publications were requested at brigade level and below:

● Training schedules

● Training guidance

● Officer/NCO training program programs of instruction (POI)

● Lists of recurring reports

● Lists of additional duties.

Printed materiels were reviewed to familiarize the project team with procedures used within a division and to modify interview and questionnaire items, if necessary. Data obtained from documents ater leaving a division that were unclear, were clarified by telephone.

B. Structured Interviews

Interviews were conducted sequentially from the highest level of command to lowest. During most interviews from division level to battalion level, two interviewers were used to increase reliability and comparability of information. Figure 3 shows interviewer utilization and interview sequence.

Level

*Letter denotes use of interviewers using six interviewers (A, B, C, D, E, F)
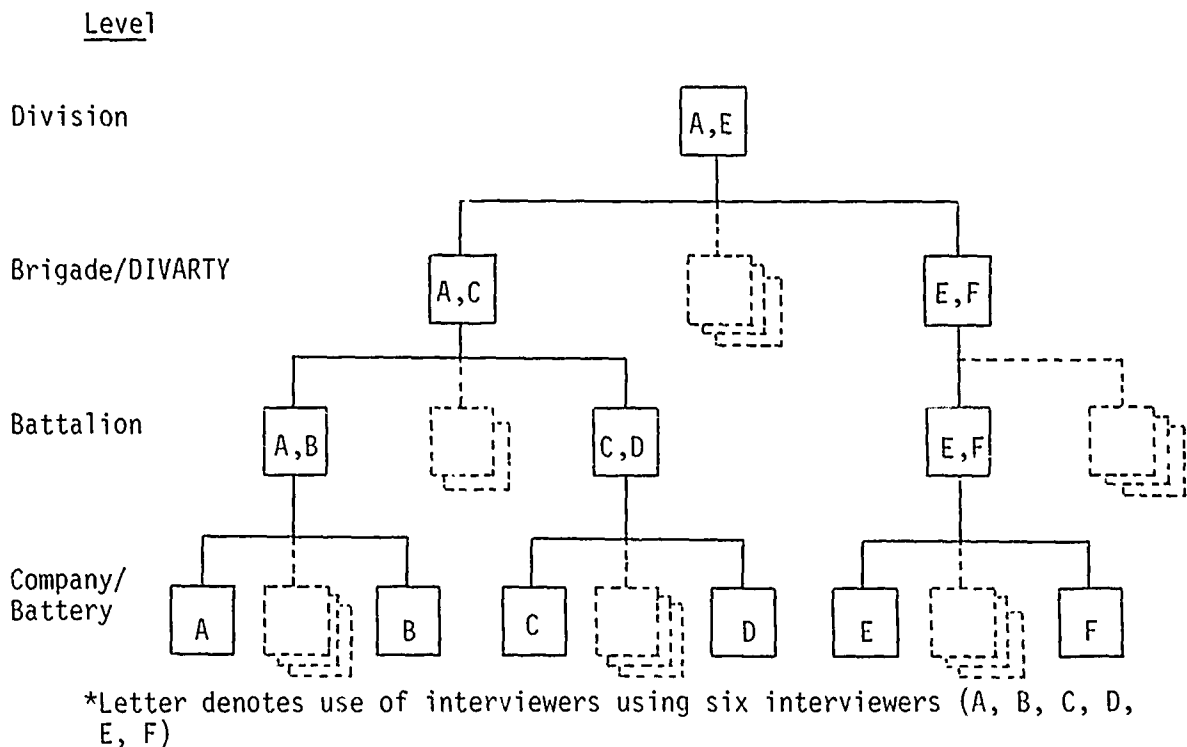
Figure 3: Interview Sequence

The list of structured interview guides developed, positions where they were used and the programmed length of each interview is shown in table 18. Unstructured interviews were conducted with Organizational Effectiveness Staff Officers and Comptrollers/Directors of Resource Management.

TABLE 18
List of Interview Guides

Interview Guide Title	Where Used	Length of Interview (in hours)
Division/Brigade Command and Staff	Commander	1
	ADC	1
	Executive Officer	1
	G-3/S-3	
Division/Brigade/ Battalion G1/S1	G-1	1
	AG	1
	S1	1
Division/Brigade/ Battalion G-4/s-4 & Motor Officer Staff	G-4	1
	S-4 & BMO	1
	Executive Officer	1
	S3	1.5
Company/Battery	Commander	3
	Executive Officer	2
	Assistant Executive Officer	2
	First Sergeant	3

C. Questionnaires

Job Task Inventories were administered only at company/battery level to individuals occupying positions of E5 or above, including unit officers. The researchers found two hours to be a sufficient amount of time to complete the questionnaire .

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ENCLOSURE 3

DATA ANALYSIS PROCEDURES

The data analysis procedures used are shown in table 19:

TABLE 19
Data Analysis Procedures Used

Data Source	Analysis Approach	Output
• Structured Interview	• Content Analysis • Frequency count of similar responses • Identify unique response	• Narratively reported in key subject areas in this report.
• Questionnaire	• Keypunch items and calculate arithmetic mean $(\overline{X})$	• Narrative report of key items in body of report

A. Structured Interview

Content analysis were conducted on the notes from all interviews. Answers to questions which were generated on the basis of the SOW or other relevant issues, were transcribed onto index cards. Each index card consisted of a discrete answer to a specific question and was coded by division, level, and position.

The major activity in a content analysis is one of sorting and classifying responses into distinct, identifiable response categories. The difficulty of this technique lies in the inherent complexity of any judgmental process which calls for a sorting operation based upon common elements. There are apt to be several response categories which are, at the same time, conceptually related but discriminately different. The problem is one of deciding whether some particular distinction is worth preserving. To give an example: In answer to the question, "Who decides on contents of Training Schedules?", the responses "Division" and "Commanding General" may be combined to provide a common response, "Division level personnel". There is nothing to be gained by preserving an extraordinary number of discrete responses when the answers are highly related. However, the greater risk is in combining information so as to obscure important distinctions. Therefore, minimal collapsing was done in this project.

In order to increase the reliability of the content analysis procedure, a second person reviewed the interview notes to ensure that all possible responses were collected. A frequency count of responses, by level, was then performed.

B. Questionnaire

The questionnaire data was analyzed by computer. Frequency counts, means and standard deviations were computed, where relevant, by position.

APPENDIX B: STRUCTURED INTERVIEW GUIDES

Enclosure 1: Division/Brigade Command and Staff

Enclosure 2: G1/S1, G4/S4, Motor Officer

Enclosure 3: Battalion Command and Staff

Enclosure 4: Company/Battery

ENCLOSURE 1

INTERVIEW GUIDE

Division/Brigade   Command and Staff

1. What are the priorities for the Division?
   For Major subordinate commands? Why?

2. What strategies are used to ensure priorities are communicated, understood, performed?

3. How do you organize to carry out these characteristics? Are cycles established (i.e. training, support, etc.)?
   How closely are the cycles observed/practiced?

4. Who controls the time available to units?

5. How far in advance are training activities and requirements planned for this level organization?

6. How far in advance are subordinate organizations notified?

7. How far in advance do subordinate organizations plan?

8. How closely is the plan followed in practice?
   How do you determine how closely the plan is followed?
   What is allowed to disrupt the plans?

9. What are the consequences for subordinate organizations if good combat training is conducted? How do they know?

10. What are the consequences for them if bad combat training is conducted? How do they know?

11. What happens to subordinate organizations if they perform administrative tasks well (details, post support, inspections, parades, etc.)?

12. What happens to them if they do not perform administrative tasks well?

13. Is there sufficient time available to conduct adequate combat training and perform administrative and mandatory requirements? If there is insufficient time available, how much is needed.

14. What other factors impede achieving desireable readiness levels?
    What is the impact on combat training of:

    - Low fill
    - Lack of foxhole strength (available for training)
    - Turbulence
    - Training area availability
    - Equipment, material availability

15. What methods are currently used to assign personnel to jobs?
    To determine how many and what personnel will be assigned to support jobs. e.g. SD/Borrowed Military Manpower?

16. What percent of the personnel of this organization are required to fill non-TOE jobs? Why are they required?

17. What inspections, tests, evaluations are imposed from higher headquarters?

18. What inspections, tests, evaluations are directed to lower head-quarters?

19. What is the impact of these inspections, tests, evaluations on combat readiness?
    Time available for training?

20. Is there anything that you do or can do that helps accomplish these tasks better under current conditions?

21. What else do you think we should know that would help units/organizations have more time for combat training, train better, or provide subordinate units with more time?

ENCLOSURE 2

INTERVIEW GUIDE

GI/SI and G4/S4/MTO

1. What are the major personnel priorities (GI/SI) for the organization; your area of interest? Why?

2. How are personnel assigned to jobs within this organization? Why?

3. How are personnel selected for no -TOE jobs? e.g. SD, Borrowed Military Manpower, competitive teams, etc.?

4. What methods are used to ease the administrative work load on subordinate units?

5. What methods are used to induce the effects of personnel turbulence?

    Low Fill?

    Under grade job holders (acting squad leaders, etc.)?

    Individuals unprepared for their MOS (recent AIT graduates)?
    Which MOS's are most deficient?

6. What can subordinate units do to reduce the effects of turbulence, low fill, etc.?

7. What requirements do GI/SI's place on company/battery level units (e.g. reports, inspections, etc.)? How far in advance are units notified?

8. What techniques/methods have you observed used that could reduce the negative impact of current personnel availability and administrative requirements?

9. In what areas could civilians be used effectively where they are not? Why are civilians not available for these positions (e.g. workforce has been reduced by RIF, too costly, not available in local area, cannot get additional staffing approved, etc.)?

10. What else do you think we should know that would help units have more time for combat training or better use available manpower?

1. What are the major Logistics priorities (G4/S4/MTO) for this
   organization; your area of interest? Why?

2. Is there sufficient equipment and material to conduct combat training
   to the levels required by ARTEP? What kinds of shortages are there?

3. What impact does administrative and installation support requirements
   have on availability of equipment and personnel for combat training?

4. How are shortages or lack of availability handled?

5. What is the impact of personnel turnover, low fill on maintenance
   of equipment?

6. How much of the installation supply and maintenance activities are
   performed by military personnel?
   Do they handle/maintain non-TOE equipment?

7. What requirements do G4/S4/MTO's place on company/battery level
   units (e.g. reports, inspections, etc.)?

8. What can subordinate units do to reduce the effects, if any on this
   lack of availability?

9. What else do you think we should know that would help units have
   more time for combat training or ensure that needed equipment and
   material were available when required?

ENCLOSURE 3

INTERVIEW GUIDE

Battalion Command and Staff

1. What are the major priorities for your organization? Why?

COMBAT TRAINING

(ARTEP, SQT, Combat Support TOE maintenance, etc.)

1. What/Why:
   a. What do you do to conduct combat training?
      What are the steps, the sequence? Why do you do each step?

   b. What are the priorities (from above, for subordinates)
      How are they established?

   c. What are the inputs/variables considered or used in preparing
      combat training?

2. How are training needs and objectives identified?
   - Platoon/Company
   - Battalions

3. Who decides what the training objectives will be?
   Who is involved?

4. How far in advance is training planned?

5. How is the plan communicated? To whom?

6. How closely is the plan followed? Are there cycles (training, support,
   etc.)? How closely are the cycles observed? What is allowed to
   disrupt the plan?

7. What is the impact of conducting good combat training? What happens?
   How do you know?

8. What is the impact of NOT conducting good combat training? What
   happens? How do you know?

9. How well are these tasks performed now? How do you determine how
   well they do?

10. What prevents you from accomplishing objectives/doing it better?

11. What is the impact on combat training of:

    - Low fill
    - Lack of foxhole strength
    - Turbulence
    - Training area availability
    - Equipment, material availability

12. Is there enough time? Why or why not? How much is needed? Who
    controls the time?

13. Is there anything that you do or can do that helps accomplish this
    task better under current conditions?

MANDATORY TRAINING
(Non-combat ARTEP/SQT training required to be performed)

1. What mandatory training do you require subordinate units to perform?

2. How far in advance do you know of mandatory requirements?

3. How far in advance do you plan for their conduct?

4. How far in advance are units notified?

5. How closely is the plan followed in practice?

6. What is the impact of conducting mandatory training? What happens?
   How do you know? What is the affect on other requirements?

7. What is the impact of not conducting mandatory training, or doing
   it poorly? What happens? How do you know? What is the affect on
   other requirements?

8. How well is mandatory training currently performed?

9. What is the impact of.

   - Low fill
   - Turbulence
   - Training areas availability
   - Time/equipment/material availability

10. What would it take to perform mandatory training better and reduce
    the negative impact on other areas of unit performance?

PERSONNEL MANAGEMENT

1. What/Why:
    a. Policies/practices are currently used to assign personnel to jobs?

    b. Policies/practices in assigning personnel to TDY/Borrowed Military Personnel (SD), other non-TOE jobs (Training Officer/ NCO, etc.)?

2. How/Why:
    a. How do you handle the low fill situation?

    b. How do you handle the turbulence?

    c. How do you handle lack of key personnel (leaders)?

    d. How do you prepare/train undergrade job holders?

    e. How are new personnel handled (sequence of events, orientation, etc.)?

3. Short of additional people, what would help you use your current people more effectively/efficiently?

ADMINISTRATIVE TASKS

1. What/Why:
   a. What are the sources of your administrative requirements?
      Of the total, what percent are internally generated (needed
      for sustaining your own activities) and what percent are
      externally generated?

2. How/Why:
   a. How far in advance do you know about administrative requirements?
      What percent are one (1) week or less, 1 - 3 weeks, over 3 weeks?

   b. How do you handle administrative requirements? How do you
      allocate tasks, what process do you use to accomplish the
      requirements?

3. How successful do you think the current methods for handling these
   tasks work?

4. What is the impact of doing them well?

5. What is the impact of doing them poorly or not at all?

6. What is the impact of the way these tasks are currently performed
   on combat training and personnel in your unit (morale, attitudes,
   etc.)?

7. What prevents this situation from being handled more effectively?
   What hinders the current methods?

8. What reports are you required to prepare?
   - Daily, e.g. status
   - Weekly, e.g., training

   - Monthly

   - Quarterly

   - Annually

   - Unscheduled

9. How much time do you use in the preparation of each report?

1. What kind'How many:
   - from higher
   - for lower

2. Impact on other tasks/combat training?

3. How well is this currently done?

   Impact of doing well
   Impact of not doing well

RESOURCE AVAILABILITY/ACCOUNTABILITY

1. How well does current system support needs?

2. How system could better support needs.
   - Examples

3. What impact does current accountability practices have on available training time? Use of time?

SUMMARY

What else do you think we should know that would help units/organizations
at your level have more time for combat training? Train better?
Help subordinate units have more time?

ENCLOSURE 4

INTERVIEW GUIDE

Company/Battery/Troop Level

INTERVIEW GUIDE

Overall

1. What are the major priorities for your organization?

2. Why?

COMBAT TRAINING

(ARTEP, SQT, Combat Support TOE maintenance, etc.)

1. How far in advance is training planned?

2. How are training needs and objectives identified?
   - Individual level
   - Squad
   - Platoon/Company
   - Battalions

3. Who decides what the training objectives will be?
   Who is involved?

4. How/Why:
   a. What are the inputs/variables considered or used in preparing combat training?

5. How is the plan communicated? To whom?

6. How do you prepare to conduct training. (people, time, location, equipment, material, training aids, etc.).

7. Are there any special preparations for conduct of training (train trainers, etc.)?

8. How closely is the plan followed? Are there cycles (training, support, etc.)? How closely are the cycles observed? What is allowed to disrupt the plan?

9. What is the result of conducting good combat training? What happens? How do you know?

10. What is the result of NOT conducting good combat training? What happens? How do you know?

11. How well are these tasks performed now? How do you know?

12. What prevents you from accomplishing objectives/doing it better?

    What is the impact on combat training of:

    - Low fill
    - What is availability rate for training
    - Turbulence
    - Training area availability
    - Equipment, material availability

13. Is there enough time? Why or why not? How much is needed? Who controls the time?

14. Is there anything that you do or can do that helps accomplish this task well under current conditions?

MANDATORY TRAINING

(Non-combat training required to be performed)

1. How/Why:

   a. In what way does your preparation for the conduct of mandatory training differ from planning and preparation for combat training?

   b. How far in advance do you know of mandatory requirements?

   c. How far in advance do you plan for their conduct?

   d. How do you organize to conduct mandatory training (people, time, location, equipment, material, training aids, etc.)?

   e. Is there any special preparation? (of people, of equipment, etc.)

   f. How closely is the plan followed in practice?

   g. How is it communicated to subordinates?

2. What is the result of conducting good mandatory training? What happens? How do you know?

3. What is the result of not conducting mandatory training, or doing it poorly? What happens? How do you know? What is the affect on other requirements?

4. What is the effect, e.g. what would you be doing if not mandatory training?

5. How well is mandatory training currently performed?

6. What prevents mandatory training from being performed better?

   What is the impact of:

   - Low fill
   - Turbulence
   - Training areas availability
   - Time/equipment/material availability

7. What would it take to perform mandatory training better and reduce the negative impact on other areas of unit performance?

PERSONNEL MANAGEMENT

1. What/Why:
    a. Policies/practices are currently used to assign personnel to jobs?

    b. Policies/practices in assigning personnel to TDY/Borrowed Military Personnel (SD), other non-TOE jobs?

    c. What is turbulence rate? Leaders (squad leader and above)? What is internal rate (turbulence caused by assigning new jobs, promotions, reliefs, etc.), what is external rate (levees, transfers, reclassification, etc.)?

    d. What is current fill rate (squad leader and above in appropriate grade, overall)?

    e. What is average daily personnel availability for training after considering AWOLS, leaves, hospital, appointments, etc.?
        What affects this availability rate? How much?

2. How/Why:
    a. How do you handle the low fill situation?

    b. How do you handle the turbulence?

    c. How do you handle lack of key personnel (leaders)?

    d. How do you prepare/train undergrade job holders?

    e. How are new personnel handled (sequence of events, orientation, etc.)?

3. How are additional duties assigned?

4. How are personnel prepared for their MOS in this unit?

5. Short of additional people, what would help you use your current people more effectively/efficiently?

ADMINISTRATIVE TASKS
(Post details, parades, education, immunizations, etc.)

1. What/Why:
   a. What are the sources of your administrative requirements?
      Of the total, what percent are internally generated (needed for
      sustaining your own activities) and what percent are externally
      generated?

2. How/Why:
   a. How far in advance do you know about administrative requirements?
      What percent are one (1) week or less, 1 - 3 weeks, over 3 weeks?

   b. How do you handle administrative requirements? How do you
      allocate tasks, what process do you use to accomplish the
      requirements?

3. How successful do you think the current methods for handling these
   tasks work?

4. What is the impact of doing them well?

5. What is the impact of doing them poorly or not at all?

6. What is the impact of the way these tasks are currently performed
   on combat training and personnel in your unit (morale, attitudes,
   etc.)?

7. How could this situation be handled more effectively?

8. What prevents this situation from being handled more effectively?
   What hinders the current methods?

9. What reports are you required to prepare?
   - Daily, e.g. status
   - Weekly, e.g. training

   - Monthly

   - Quarterly

   - Annually
   - Unscheduled

10. How much time do you use in the preparation of each report?

1. What tests/inspections/evaluations do you undergo that detract from _time_ availability for combat training?

2. How much time do they require? (before/after).

3. How far in advance do you plan for them?

4. How well is this currently done?

    Impact of doing well
    Impact of not doing well

1. Do you have the equipment and supplies necessary to conduct combat training?

2. Do you have the equipment and supplies neccary to conduct administrative/garrison tasks?

3. If not, what do you not have in sufficient quantities? Why? How could that be overcome?

4. Do the current procedures detract from available time or resources available for combat training?

SUMMARY

What else do you think we should know that would help units/organizations
at your level have more time for combat training? Train better? Help
subordinate units have more time?

SUMMARY

APPENDIX C: JOB TASK INVENTORY INSTRUMENT

SECTION I

BACKGROUND INFORMATION

This inventory asks you to describe how you spend your time. The information you give will be used to improve the management of Infantry and Armor Companies and Field Artillery Batteries.

Please provide the information below so that we can determine how soldiers in each duty position spend their time. Please note that your name has not been asked for.

1. Type of Unit (check box): ☐ FA Firing Battery ☐ Inf Rifle Co. ☐ Armor Co.

☐ FA Service Battery ☐ Inf Combat Support Co.

☐ Armor Combat Support Co.

2. Rank : _____ 3. Present Duty Position: _____

4. Time in present duty position: _____ years _____ months

5. Time in unit: _____ years _____ months

6. Time in service: _____ years _____ months

7. Primary MOS & Skill level: _____

8. Secondary MOS: _____

9. During a given year, what percent of your time is spent on activities directly related to preparing for combat (for example, SQT training, ARTEP training and weapons training)?

0-10% ☐	40-50% ☐	80-90% ☐
10-20% ☐	50-60% ☐	90-100% ☐
20-30% ☐	60-70% ☐	
30-40% ☐	70-80% ☐	

10. How long is your average work week?

Less than 30 hrs. ☐
31-40 hrs. ☐
41-50 hrs. ☐
51-60 hrs. ☐
61-70 hrs. ☐
71-80 hrs. ☐
81-90 hrs. ☐

C-2

JOB TASK INVENTORY
INSTRUCTIONS

1. General

The Army is concerned about the amount of time available for combat
training (ARTEP, SQT, etc). This study is to help determine what administra-
tive work you do, how long it takes, and what kind of training it takes to
do those tasks well. Your answers will contribute toward improving
training management.

2. Completing the Questionnaire

a. Section I - Background Information: Check the correct box or fill
in the blank as indicated. COMPLETE SECTION I BEFORE SECTION II.

b. Section II - Additional Duties: Some of you will perform additional
duties. COMPLETE SECTION II BEFORE SECTION III.

(1) Column 1: Read the additional duties listed in Column 2.
if you perform this job in addition to your TOE
position, circle the number in Column 1.

Example: 001 Training Officer /NCO

(002) Mess Officer/NCO

(2) Column 2: Circle if you perform the officer or the NCO
part of the additional duty. Sometimes NCO's
perform the officer part of the task when no
officer is available.

(3) Column 3: Write in how often you do some part of this job
(daily, weekly, monthly, quarterly, yearly).

(4) Column 4: Write in how long it takes to do this job when
you do it. WRITE IN NUMBER AND INCLUDE MIN,
ERS, DAS, OR WKS.

(5) Column 5: How much training is required to do this job.
SELECT ONE FROM THE SCALE BELOW AND WRITE IT
IN THE COLUMN.

1 = No training needed.
2 = Little; some coaching from co-workers or
supervisor is adequate.
3 = Moderate; can be learned on the job, but
school would be helpful.
4 = Much; some school training is essential.
5 = Extremely high; a lot of school training is
essential.

(6) Column 6: How much of this job could be done by a
civilian without hurting your combat mission?
Assume that the civilian will not go to combat
or to the field with you. SELECT ONE FROM THE
SCALE BELOW AND WRITE IT IN THE COLUMN.

1 = None of the task.
2 = Little of the task.
3 = Some of the task.
4 = Most of the task.
5 = All of the task.

c. Section III - Programs: Complete the columns in Section III exactly
in the same way you did Section II above. COMPLETE SECTION III
BEFORE SECTION IV.

C-3

SECTION II

ADDITIONAL DUTIES

1	2	3	4	5	6
Circle the number of tasks you perform.	Circle whether you are filling the officer or the NCO position. e.g. Officer/(NCO)	How frequently do you perform this function? (Write in daily, weekly, monthly, quarterly, or yearly).	How long does it take to do this task once? (Write in answer. Include min, hrs, das, wks)	How much training is required to do this job? (Use scale in instructions).	How much of this job could be done by a civilian without hurting your combat mission? (Use scale in instructions)
001.	Training Officer/NCO				
002.	Mess Officer/NCO				
003.	Motor/Maintenance Officer/NCO				
004.	Supply Officer/NCO				
005.	Safety Officer/NCO				
006.	Communication Officer/NCO				
007.	NBC Officer/NCO				
008.	Claims Officer/NCO				
009.	Unit Postal Officer/NCO				
010.	Information Officer/NCO				
011.	Education Officer/NCO				
012.	Classified Documents Officer/NCO				
013.	Income Tax Officer/NCO				
014.	Vector Control Officer/NCO				
015.	Military Payment Certificate Officer/NCO				
016.	Primary Censor Officer/NCO				
017.	Utilities (energy) Conservation Officer/NCO				
018.	VD Control Officer/NCO				
019.	Maneuver/Damage Control Officer/NCO				
020.	Form Control and Records Management Officer/NCO				
021.	Voting Officer/NCO				
022.	Security Manager/NCO				
023.	Repairs and Utilities Officer/NCO				

C-4

1	2	3	4	5	6
Circle the number of tasks you perform.	Circle whether you are filling the officer or the NCO position. e.g. Officer/NCO	How frequently do you perform this function? (Write in daily, weekly, monthly, quarterly, or yearly).	How long does it take to do this task once? (Write in answer, include min, hrs, das, wks).	How much training is required to do this job? (Use scale in instructions).	How much of this job could be done by a civilian without hurting your combat mission? (Use scale in instructions).

Task Statements

024. Self Help Officer/NCO					
025. Logistic Readiness Officer/NCO					
026. Crime Prevention Officer/NCO					
027. Fire Prevention Officer/NCO					
028. Line of Duty Investigation Officer/NCO					
029. Range Safety Officer/NCO					
030. Ammunition Officer/NCO					
031. ART5-6 Investigation Officer/NCO					
032. Article 32 UCMJ Investigation Officer/NCO					
033. Athletic and Recreation Officer/NCO					
034. Comsec Officer/NCO					
035. Evaluation Officer/NCO					
036. Inventory Officer/NCO					
037. Material Readiness Officer/NCO					
038. Meal Card Control Officer/NCO					
039. Officer of the Guard					
040. Member - Unit Fund Council (Officer/NCO)					
041. Property Book Officer/NCO					
042. Race Relation/Equal Opportunity Officer/NCO					
043. Range Saftey Officer/NCO					
044. Reenlistment Officer/NCO					
045. Report of Survey Officer/NCO					
046. Sponsor/(Officer NCO)					
047. Staff Duty Officer/NCO					
048. Test Control Officer/NCO					
049. Unit Historical Officer/NCO					

1 Circle the number of tasks you perform.	2 Circle whether you are filling the officer or the NCO position, e.g. Officer/NCO	3 How frequently do you perform this function? (Write in daily, weekly, monthly, quarterly, or yearly).	4 How long does it take to do this task once? (Write in answer, include min, hrs, dws, wks).	5 How much training is required to do this job? (Use scale in instructions).	6 How much of this job could be done by a civilian without hurting your combat mission? (Use scale in instructions).
Task Statements					
050.	Unit Movement Officer/NCO				
051.	Physical Security Officer/NCO				
052.	Army Emergency Relief Officer/NCO				
053.	Field Sanitation Officer/NCO				
054.	Research Project Coordinator (survey/questionnaires)				
055.	OPSEC Officer/NCO				
	ADD ANY OTHER ADDITIONAL DUTIES TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.				
056.					
057.					
058.					
059.					
060.					
061.					
062.					
063.					

Circle the number of programs in which you participate	Circle the activity you perform, e.g. Plan/Organize	How frequently do you perform this function? (Write in daily, weekly, quarterly, or yearly).	How long does it take to do this task once? (Write in answer, include min, hrs, das, wks).	How much training is required to do this job? (Use scale in instructions).	How much of this job could be done by a civilian? (Use scale in instructions).
		3	4	5	6
	2				
	Perform duties as a:				
064.	Plan/organize a Crime Prevention Program				
065.	Plan/organize a Unit Physical Security Program				
066.	Plan/organize a Career Counseling & Reenlistment Program				
067.	Plan/organize a Field Sanitation Program				
068.	Plan/organize a Health and Welfare Program				
069.	Plan/organize a Hearing Conservation Program				
070.	Plan/organize a Wives/Dependent Day Program				
071.	Plan/organize a Weight Control Program				
072.	Plan/organize a Fire Prevention Program				
073.	Plan/organize a Unit Safety Program				
074.	Plan/organize a Division Competition Program				
075.	Plan/organize a Energy Conservation Program				
076.	Plan/organize a Professional Development Program				
077.	Plan/organize a Nuclear Surety Program				
078.	Plan/organize a Opposing Forces Program				
079.	Plan/organize, Organization/Unit Day Program				
080.	Plan/organize, Accident Prevention Program				
081.	Plan/organize, Privacy Act Program				
082.	Plan/organize, Equal Opportunity/Race Relation Program				
	ADD ANY ADDITIONAL PROGRAMS TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.				
083.					
084.					

C-7

1	2	3	4	5	6
Circle the number of programs in which you participate.	Circle the activity you perform, e.g. Plan/Organize	How frequently do you perform this function? (Write in daily, weekly, quarterly, or yearly).	How long does it take to do this task once? (Write in answer, include min, hrs, das, wks).	How much training is required to do this job? (Use scale in instructions).	How much of this job could be done by a civilian? (Use scale in instructions).
Task Statements					
085.					
086.					
087.					
088.					
089.					
090.					

C-8

d. **Section IV - Administrative Tasks:** In this section, we listed a variety of administrative tasks. COMPLETE COLUMN 1 AND COLUMN 2 BEFORE COMPLETING THE REMAINING COLUMNS.

    (1) Columns 1 and 2: Read the tasks listed in Column 2; if you perform <u>any</u> part of this task, circle the number in Column 1 and the part you perform in Column 2.

    Example: 091 Prepare/process request for Emergency Leave
              092 Approve/request for Emergency Leave
              093 Prepare/Maintain Leave Control Log Form

    (2) Columns 3, 4, 5, 6: Column 3, 4, 5, and 6 ask questions about how frequently you perform these tasks. Columns 3, 4 and 5 ask how often you do these tasks during various cycles; Column 6 asks how often you do a task if you do it infrequently (less than once a month), and the cycle has nothing to do with it.

        (a) Column 3: Write in how many times (using numbers) you do this task during your prime time training cycle. DO NOT use the words daily, monthly, quarterly, or yearly to denote how many times you perform the task. If this is an on-going part of your job, write in only the number of times you usually do this task in a month and put the same number in Columns 3, 4, and 5. If you do this task infrequently (less than once a month), use Column 6.

        (b) Column 4: Write in how many times you do this task in your administrative or post support cycle.

        (c) Column 5: Write in how many times you do this task in your mission support cycle.

        (d) Column 6: If you do this task, but it is done infrequently (less than once a month) and it is not related to a cycle, write in only the number of times you do this task in a year. If you have entered a response in Column 6, there should not be any response in Columns 3, 4, or 5.

    (3) Column 7: How long does it take to perform this task one time: WRITE IN NUMBER AND INCLUDE MIN, HRS, DAS, OR WKS.

    (4) Column 8: How much training is required to do this job. SELECT ONE FROM THE SCALE BELOW AND WRITE IT IN THE COLUMN.

        1=No training needed.
        2=Little; some coaching from co-worker or supervisor is adequate.
        3=Moderate; can be learned on the job, but school would be helpful.
        4=Much; some school training is essential.
        5= Extremely high; a lot of school training is essential.

    (5) Column 9: How much of this job could be done by a civilian without hurting your combat mission? Assume that the civilian will not go to combat or to the field with you. SELECT ONE FROM THE SCALE BELOW AND WRITE IT IN THE COLUMN.

        1=None of the task.
        2=Little of the task.
        3=Some of the task.
        4=Most of the task.
        5=All of the task.

Circle the number of tasks you perform.	Circle the part(s) of the task you perform, e.g. Prepare/Process	How many times do you do this in a Training Cycle? (Write in answer).	How many times do you do this in a Support Cycle? (Write in answer).	How many times do you do this in a Mission Support Cycle? (Write ans.).	If you do this in-frequently, how many times per year? (Write in answer).	How long does it take to do this task one time? (Write in answer).	How much training? (Use scale).	How much could be done by a civilian? (Use scale).
091.	Prepare/process request for Emergency Leave							
092.	Prepare/approve request for Leave or Pass							
093.	Prepare/maintain Leave Control Log Form							
094.	Prepare/maintain Personnel Status Report							
095.	Prepare/update Small Unit Leaders Personnel Cards							
096.	Maintain unit bulletin board							
097.	Prepare/maintain unit duty rosters (guard, CQ, details)							
098.	Prepare individual sick slips							
099.	Prepare/review Officers Evaluation Reports (OER's)							
100.	Prepare/review Senior Enlisted Evaluation Reports/ Enlisted Evaluation Reports (SEER, EER)							
101.	Plan/manage Army Emergency Relief Campaign							
102.	Prepare counseling statements on subordinates							
103.	Review/update personnel records of subordinates (DA Form 20/2-1)							
104.	Review leave and Earning Statements (LES)							
105.	Record/update accrued or used leave of personnel From LES's							
106.	Prepare/process recommendations for administrative discharge							
107.	Prepare/process recommendation for misconduct/ unsuitability discharge							
108.	Prepare court martial charge sheet							
109.	Prepare Drop From the Roll (DFR)							

1. Circle the number of tasks you perform.	2. Circle the part(s) of the task you perform, e.g. Prepare (Process)	3. How many times do you do this in a Training Cycle? (Write ans.)	4. How many times do you do this in a Support Cycle? (Write ans.)	5. How many times do you do this in a Mission Support Cycle? (Write ans.)	6. If you do this infrequently, how many times per year? (Write ans.)	7. How long does it take to do this task one time? (Write ans.)	8. How much training? (Use scale).	9. How much could be done by a civilian? (Use scale).
	Task Statements:							
	110. Prepare legal statements							
	111. Prepare/review report of board proceedings							
	112. Prepare/maintain reports for suspension of favorable personnel actions (DA Form 268) (Flag)							
	113. Prepare witness statement on personnel							
	114. Prepare/administer nonjudical punishment							
	115. Prepare personnel action forms							
	116. Prepare request for transfer of personnel							
	117. Prepare recommendation for security clearance of personnel							
	118. Prepare/maintain security access roster							
	119. Prepare/review unit SOP's							
	120. Prepare/military correspondence							
	121. Prepare/maintain unit alert roster							
	122. Prepare staff/CQ Journal's							
	123. Prepare letters of commendation /certificates of achievements							
	124. Plan/monitor personnel records audit							
	125. Establish/maintain source of required regulations, FM's, circulars							
	126. Post changes to publication							
	127. Prepare letter of indeotedness							
	128. Maintain personnel strength zero Balance Report							
	129. Prepare/submit unit readiness report worksheet							
	130. Prepare staff study/decision paper							
	131. Prepare unit memoranda (MFR)/directives/letter of							

Circle the number of tasks you perform	Circle the part(s) of the task you perform, e.g. Prepare/Process — Task Statements	3. How many times do you do this in a Training Cycle? (Write ans.)	4. How many times do you do this in a Support Cycle? (Write ans.)	5. How many times do you do this in a Mission Support Cycle? (Write ans.)	6. If you do this infrequently, how many times per year? (Write ans.)	7. How long does it take to do this task one time? (Write ans.)	8. How much training? (Use scale).	9. How much could be done by a civilian? (Use scale).
	132. Establish/maintain unit administrative files (functional files)							
	133. Establish/review suspense files							
	134. Prepare unit contingency plans and directions							
	135. Prepare/review after action reports							
	136. Prepare and review accident reports							
	137. Review/update unit manning report.							
	138. Plan/control handling of classified documents							
	139. Prepare/submit changes to Documents/Publication (AR's circulars)							
	140. Develop/establish emergency destruction plans for classified materials							
	141. Prepare/review service extension request							
	142. Prepare/review request for reassignment/reclassification							
	143. Reconcile/review/update SIDPERS output data							
	144. Maintain accountability of meal cards							
	145. Prepare/review a casualty feeder report							
	146. Prepare/review personnel information rosters (PIR)							
	147. Prepare job descriptions							
	148. Prepare historical unit reports							
	149. Prepare trip/spot reports							
	150. Prepare/maintain a safe or Cabinet Security Record							
	151. Prepare unit orders							
	152. Prepare personnel daily summaries (PDS)							
	153. Prepare/Transmit strength information to higher HQ's							
	154. Prepare/review unit transmittal letters (UTL)							

1 Circle the number of task you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare (process)	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
155.	Prepare/review pay allowance action request							
156.	Prepare classified documents receipt							
157.	Maintain classified documents register							
158.	Review subordinate qualification records(officer & NCO's)							
159.	Construct Briefing charts							
160.	Prepare/review material readiness reports							
161.	Prepare request for ammunition							
162.	Prepare/maintain driver qualification records							
163.	Develop/post fire evacuation plans							
164.	Initial fire extinguisher inspection tags							
165.	Prepare/submit feeder reports to the BN. career counselor							
166.	Prepare/maintain unit reenlistment bulletin board							
167.	Record reenlistment interview results on Re-up cards							
168.	Update/maintain reenlistment book Forscom 30-R							
169.	Counsel personnel and prepare recommendation and documentation for a bar to reenlistment							
170.	Initiate action for investigation of allegation of discriminations (EO/RR)							
171.	Prepare request for attendence to military/civilian schools							
172.	Assist personnel in preparation of state & federal taxes							
173.	Censor written and oral communications							
174.	Prepare reports on damaged property caused by maneuvers							
175.	Prepare Nuclear Duty Position Strength & Reliability Rot							
176.	Prepare/submit work orders for repairs to post engineers							
177.	Review Health records (shot)							

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare (Process)	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
178.	Prepare/submit unit overweight reports and documented recommendations to higher HQ's							
179.	Counsel personnel on marital, financial, and personnel problems							
180.	Brief newcoming personnel & assign duties for proper utilization							
181.	Sponsor new incoming officer/NCO							
182.	Plan/establish leave and pass policies							
183.	Prepare recommendation for promotion of personnel							
184.	Promote/reduce personnel							
185.	Conduct a search/confiscate contraband							
186.	Escort personnel during procedures of unfavorable discharge/courtmartial							
187.	Enforce attendence of scheduled appointments							
188.	Recommend disciplinary action for personnel							
189.	(This slot left purposely blank).							
190.	Conduct preliminary inquiry for a suspected offense							
191.	Administer rights to a suspect							
192.	Prepare/administer non-punitive disciplinary action							
193.	Supervise personnel during extra duty/training							
194.	Prepare documents/for pre-trial confinement							
195.	Review/maintain medical profiles on subordinates							
196.	Resolve soldier pay complaints							
197.	Plan/establish staff/change of quarters duties							
198.	Perform staff/CQ duties (officer/NCO)							
199.	Prepare/recommend personnel for awards & decorations							

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare/Process	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
200. Select/appoint personnel for additional duties								
201. Request military orders from higher HQ's								
202. Plan/provide security for unit rear detachments								
203. Plan/conduct boards (promotion, disciplinary, court-martial)								
204. Develop policy to enforce discipline								
205. Develop plans to acheive goals and objectives								
206. Evaluate unit morale and welfare								
207. Provide for soldiers needs								
208. Establish/monitor communication within a unit								
209. Analyze feed back from subordinates								
210. Recommend award of/withdrawal of MOS								
211. Process complaints under Article 38								
212. Schedule appointments (dental, medical, etc.)								
213. Plan/organize command social functions								
214. Plan/coordinate vistor itinerary								
215. Plan/conduct a formal/informal line of duty investigation								
216. Conduct an Article 32 investigation								
217. Initiate action to suspend/revoke security clearances								
218. Establish a performance evaluation scheme								
219. Determine/refer subordinates to appropriate agencies for assistance of personal problems								
220. Plan/schedule personnel for administration of medical shots								
221. Review/approve/disapprove request for advance payments and partial payments								
222. Establish/review unit operating budget requirements								

1. Circle the number of the task you perform.	2. Circle the part(s) of the task you perform, e.g. Prepare/(Process)	3. How many times do you do this in a Training Cycle? (Write ans.)	4. How many times do you do this in a Support Cycle? (Write ans.)	5. How many times do you do this in a Mission Support Cycle? (Write ans.)	6. If you do this infrequently, how many times per year? (Write ans.)	7. How long does it take to do this task one time? (Write ans.)	8. How much training? (Use scale)	9. How much could be done by a civilian? (Use scale)
	Task Statements:							
223.	Coordinate with consolidated messhall to make arrangements for feeding personnel (field or garrison)							
224.	Brief personnel on fire prevention measures							
225.	Recharge all fire extinguishers							
226.	Request for training holidays/compensatory time							
227.	Plan/organize/conduct a formation							
228.	Plan/monitor areas of responsibilities for unit house keeping							
229.	Perform housekeeping duties (mowing grass, police call)							
230.	Plan/conduct morning parade activities							
231.	Organize/conduct military parades							
232.	Develop/establish unit awards and decoration procedures							
233.	Plan/implement unit incentive program							
234.	Establish mail policies and procedures							
235.	Issue mail to personnel							
236.	Maintain mail directory file and accountable records							
237.	Assist and advise personnel on mail services							
238.	Organize/conduct pay day activities							
239.	Manage/conduct Combined Federal Campaign (CFC)							
240.	Establish/manage moral support/unit funds							
241.	Organize/conduct a week of divisional competition							
242.	Plan/organize personnel records audit							
243.	Prepare/review & forward Hometown News Releases							
244.	Plan/conduct a personnel assist inventory (PAI)							
245.	Establish and maintain pinpoint publication account							
246.	Brief personnel on nuclear surety							

1 — Circle the number of task you perform. Task Statements:	2 — Circle the part(s) of the task you perform (Process). Prepare	3 — How many times do you do this in a Training Cycle? (Write ans.).	4 — How many times do you do this in a Support Cycle? (Write ans.).	5 — How many times do you do this in a Mission Support Cycle? (Write ans.).	6 — If you do this in-frequently, how many times per year? (Write ans.).	7 — How long does it take to do this task one time? (Write ans.).	8 — How much training? (Use scale).	9 — How much could be done by a civilian (Use scale).
247. Plan/conduct athletics and recreational program (A and R)								
248. Establish/apply unit organizational effectiveness measures								
249. Interpret and communicate orders and instructions to subordinates								
250. Conduct security briefings								
251. Identify unit strength and weaknesses								
252. Monitor the maintenance of unit bulletin board								
253. Plan/establish the unit Personnel Reliability Program								
254. Plan/conduct unit meetings and conferences								
255. Plan/conduct commanders call								
256. Determine present/anticipated individual replacement requirement								
257. Plan/conduct/ Honor Guard/Salute Battery Ceremonies								
258. Plan/conduct command information class								
259. Maintain individual reenlistment data cards (1315's)								
260. Conduct a 60-90 day job performance interview for newly assigned personnel (Re-ups)								
261. Plan/conduct reenlistment interviews (8-10 month, 3-4 month prior to ETS)								
262. Determine reenlistment eligibility of personnel								
263. Investigate damage to property/equipment for justification of a claim and document findings								
264. Maintain education status of unit personnel								
265. Conduct classes on proper procedures for completing tax forms								
266. Conduct briefings on censorship for personnel whose communication is being examined.								

1 Circle the number of task you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare (Process)	3 How many times do you do this in a Training Cycle? (Write ans.).	4 How many times do you do this in a Support Cycle? (Write ans.).	5 How many times do you do this in a Mission Support Cycle? (Write ans.).	6 If you do this infrequently, how many times per year? (Write ans.).	7 How long does it take to do this task one time? (Write ans.).	8 How much training? (Use scale).	9 How much could be done by activity? (Use scale).
	Task Statements:							
267.	Plan/implement conservation measures to ensure utilities are being used efficently							
268.	Ensure that protective measures for VD are available							
269.	Plan/conduct classes on the dangers of VD							
270.	Establish form control measures							
271.	Provide voting assistance and information for obtaining and submitting a absentee ballot							
272.	Plan/supervise the unit self help program							
273.	Conduct briefings on hearing conservation measures							
274.	Schedule/ensure all personnel receive hearing test							
275.	Schedule/coordinate activities for Wives/Dependents Day Activities							
276.	Identify /counsel personnel who are in an overweight or obese condition							
277.	Refer overweight personnel to a physician for evaluation							
278.	Ensure weekly weigh-ins for overweights are accomplished							
279.	Counsel personnel on failure to maintain overweight objectives							
280.	Perform barracks guard duties							
281.	Plan/schedule unit safety classes							
282.	Initial safety class attendence on unit training records							
283.	Conduct a POV safety inspection							
284.	Mark individual clothing and equipment (name, ssn, etc.)							
285.	Mark assigned unit equipment with an electro static marker							
286.	Brief new in coming personnel on crime prevention measure							

C-18

Title number of task you perform	Circle the part(s) of the task you perform, e.g. Prepare/Process. Task Statements:	How many times do you do this in a Training Cycle? (Write ans.)	How many times do you do this in a Support Cycle? (Write ans.)	How many times do you do this in a Mission Support Cycle? (Write ans.)	If you do this infrequently, how many times per year? (Write ans.)	How long does it take to do this task one time? (Write ans.)	How much training? (Use scale).	How much would be done by a civilian? (Use scale).
287.	Conduct announced/unannounced crime prevention							
288.	Prepare crime prevention reports & submit to higher HQ's							
289.	Prepare/maintain local crime prevention form (470's) for personal property							
290.	Investigate all facts surrounding an indebtedness complaint							
291.	Counsel/advise personnel on actions to be taken for indebtedness							
292.	Prepare written reply to creditors for indebtedness of personnel							
293.	Recommend action to be taken on military police reports							
294.	Maintain a Human Relation Counsel (HMC) Bulletin Board							
295.	Plan/conduct Human Relation Meetings							
296.	Sponsor a candidate (NCO) for the internal professional development program							
297.	Prepare/forward written recommendation on behalf of the selected candidate for the internal professional development program							
298.	Designate energy conservation monitors for each building							
299.	Counsel personnel on eligibility/ineligibility for promotion							
300.	Schedule personnel for reenlistment interviews							
301.	Conduct reenlistment classes							
302.	Schedule/plan for urinanalysis testing							
303.	Attend Range Safety Briefing							
304.	Update promotion rosters							
305.	Evaluate unit administration							

1 Circle the number of a task you perform. Task Statement:	2 Circle the part(s) of the task you perform, e.g. Prepare/Process?	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
ADD ANY ADDITIONAL TASKS PERTAINING TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.								
306.								
307.								
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313.								

Circle the number of task you perform	Circle the part(s) of the task you perform, e.g. Prepare/Process — Task Statement	How many times do you do this in a Training Cycle? (Write ans.)	How many times do you do this in a Support Cycle? (Write ans.)	How many times do you do this in a Mission Support Cycle? (Write ans.)	If you do this infrequently, how many times per year? (Write ans.)	How long does it take to do this task one time? (Write ans.)	How much training? (Use scale).	How much could be done by a civilian? (Use scale).
314.	Prepare/maintain hand receipts for turn in or issue of equipment							
315.	Conduct a joint inventory upon change of responsibilities							
316.	Coordinate with Battalion supply personnel on unit supply support							
317.	Plan for/assign responsibilities for care and safe keeping of property							
318.	Inventory/secure absentees clothing and equipment							
319.	Prepare adjustments to property book							
320.	Maintain/review property book							
321.	Prepare/review statement of charges							
322.	Request supplies and logistical services from other unit							
323.	Establish/monitor key inventory and control procedures							
324.	Conduct key inventories							
325.	Inventory weapons by serial number							
326.	Inventory assigned equipment							
327.	Assign/issue weapons to personnel							
328.	Establish/maintain supply file system							
329.	Prepare/update supply records							
330.	Develop/establish control and security for sensitive items (e.g. weapons, bayonets, NBC detection equip., etc							
331.	Initiate investigation to determine pecuniary liability							
332.	Prepare a report of survey							
333.	Conduct a report of survey for lost or damaged equipment							

1. Circle the number of tasks you perform	2. Circle the part(s) of the task you perform, e.g. Prepare (Process).	3. How many times do you do this in a Training Cycle? (Write ans.).	4. How many times do you do this in a Support Cycle? (Write ans.).	5. How many times do you do this in a Mission Support Cycle? (Write ans.).	6. If you do this infrequently, how many times per year? (Write ans.).	7. How long does it take to do this task one time? (Write ans.).	8. How much training? (Use scale).	9. How much could be done by a civilian? (Use scale).
	Task Statements:							
334.	Establish procedures for disposition of excess and salvageable equipment							
335.	Direct unit supply operation							
336.	Receive/sign for items of property issued to the unit							
337.	Prepare/maintain POL records							
338.	Establish storage procedures for units Class III (POL)							
	Basic Load							
339.	Develop/establish training program for supply personnel							
340.	Develop storage plan for unit ammunitions Basic Load							
341.	Forecast ammunition requirement							
342.	Recommend/designate combat load							
343.	Prepare request for ammunition							
344.	Monitor subsistence request & dining facility reports							
345.	Hand receipt property to the lowest manageable user level							
346.	Transfer responsibility of property from one unit or individual to another							
347.	Establish controls to assure personnel properly clear the supply room upon a permanent change of station or ETS							
348.	Conduct inventory to determine if authorized items of personnel clothing and equipment are on hand							
349.	Prepare a charge sales sheet							
350.	Review/approve charge sale sheets							
351.	Determine supply and equipment requisitioning priorities							
352.	Establish supply policies and procedures							
353.	Requisition supplies and equipment							
354.	Establish procedures for accounting for lost, damaged, and destroyed property							

1. Circle the number of task you perform	2. Circle the part(s) of the task you perform, e.g. Prepare/Process	3. How many times do you do this in a Training Cycle? (Write ans.).	4. How many times do you do this in a Support Cycle? (Write ans.).	5. How many times do you do this in a Mission Support Cycle? (Write ans.).	6. If you do this infrequently, how many times per year? (Write ans.).	7. How long does it take to do this task one time? (Write ans.).	8. How much training? (Use scale).	9. How much could be done by a civilian? (Use scale).
	Task Statements							
355.	Prepare request for calibration of equipment							
356.	Maintain ammunition stock status cards							
357.	Plan/schedule self-help building and grounds maintenance							
358.	Determine the causes of logistical readiness dificiencies							
359.	Plan for methods to correct logistictial readiness deficiencies							
360.	Prepare supply room records for inspection							
361.	Account for/turn in expended Brass and residues							
362.	Determine disposition of supply records							
363.	Plan/direct preparation of equipment and supplies for movement							
364.	Exchange/turn in items to Central Issue Facility (CIF)							
365.	Prepare clothing records							
366.	Conduct a 10% supply inventory							
367.	Purchase expendable items							
	AND ANY ADDITIONAL TASKS PERTAINING TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
368.								
369.								
370.								
371.								
372.								
373.								
374.								
375.								

	2 (Circle the part(s) of the task you perform, e.g. Prepare/Process)	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
376.	Develop inspection checklist							
377.	Inspect personnel for appearance							
379.	Inspect barracks and unit area							
380.	Review inspection reports/results (e.g. IG, Comet) and brief subordinate on inspection results							
381.	Inspect hand receipts							
382.	Inspect supplies/equipment for compliance with storage regulations							
383.	Inspect basic loads for completeness and serviceability							
384.	Inspect PCL supply operations and records							
385.	Inspect dining facility operations & food preparation							
386.	Inspect mess financial records.							
387.	Inspect equipment for markings (unit codes)							
388.	Inspect equipment/vehicle log books							
389.	Inspect vehicle/equipment for user and operator maintenance							
390.	Inspect trip tickets and dispatch records							
391.	Inspect equipment operator qualification records							
392.	Inspect unit administration files							
393.	Inspect unit mail room							
394.	Inspect guards on post							
395.	Prepare for an IG inspection							
396.	Plan/organize for a IG inspection							
397.	Determine IG inspection requirements							
398.	Plan/conduct a formal command inspection							

1	2	3	4	5	6	7	8	9
Circle the number of task you perform.	Circle the part(s) of the task you perform, e.g. Prepare/Process	How many times do you do this in a Training Cycle? (Write ans.).	How many times do you do this in a Support Cycle? (Write ans.).	How many times do you do this in a Mission Support Cycle? (Write ans.).	If you do this infrequently, how many times per year? (Write ans.).	How long does it take to do this task one time? (Write ans.).	How much training? (Use scale).	How much could be done by a civilian? (Use scale).

Task Statements:

399.	Plan/conduct a informal command inspection
400.	Perform an initial inspection for new equipment
401.	Perform an in-process inspection on equipment being repaired
402.	Perform a final inspection upon completion of repaired equipment
403.	Conduct spot check inspections
404.	Prepare for/review a Command Maintenance Evaluation Inspection (COMET)
405.	Request for/receive a Maintenance Assistance Instruction Team Inspection (MAIT)
406.	Prepare/submit inspection reports to higher HQ's
407.	Plan/conduct Skill Qualification Test (SQT)
408.	Plan/administer an Expert Field Medical Badge Test (EFMB)
409.	Plan/administer a Expert Infantryman Badge Test (EIB)
410.	Plan/conduct a NBC proficiency test
411.	Plan/coordinate a gas chamber exercise
412.	Conduct a gas chamber exercise/evaluation
413.	Plan/organize a Physical Readiness Test (PRT)
414.	Conduct a Physical Readiness Test
415.	Prepare/maintain PRT test cards
416.	Plan/prepare for a Emergency Deployment Readiness exercise
417.	Record/review SQI results
418.	Inspect unit area for fire hazards
419.	Inspect fire evacuation plans & emergency information
420.	Inspect the motor pool

C-25

Circle the number of tasks you perform. Task Statements:	Circle the part(s) of the task you perform, e.g. Prepare (Process)	How many times do you do this in a Training Cycle? (Write ans.).	How many times do you do this in a Support Cycle? (Write ans.).	How many times do you do this in a Mission Support Cycle? (Write ans.).	If you do this infrequently, how many times per year? (Write ans.).	How long does it take to do this task one time? (Write ans.).	How much training? (Use scale).	How much could be done by a civilian? (Use scale).
421. Inspect/evaluate unit training								
ADD ANY ADDITIONAL TASKS PERTAINING TO THIS CATEGORY								
THAT YOU PERFORM AND RATE THEM WITH THE SCALES.								
422.								
423.								
424.								
425.								
426.								
427.								
428.								
429.								

C-26

1 Circle the number of task you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare/Process Task Statements:	3 How many times do you do this in a Training Cycle? (Write ans.).	4 How many times do you do this in a Support Cycle? (Write ans.).	5 How many times do you do this in a Mission Support Cycle? (Write ans.).	6 If you do this infrequently, how many times per year? (Write ans.).	7 How long does it take to do this task one time? (Write ans.).	8 How much training? (the scale).	9 How much could be done by ... (... ...)
430.	Schedule/provide personnel for headcount detail (mess hall)							
431.	Perform Headcount detail (mess hall)							
432.	Coordinate/organize personnel & equipment for range detail							
433.	Organize personnel and equipment for NCOA support							
434.	Organize/personnel & equipment for commisary detail							
435.	Perform commisary detail							
436.	Plan/organize support requirement to experiments							
437.	Perform unit police call (trash)							
438.	Organize/coordinate personnel & equipment for post guard							
439.	Perform post guard							
440.	Perform post clean up detail							
441.	Plan/organize barracks cleaning							
442.	Perform barracks cleaning							
443.	Plan/organize reveille and retreat flag details							
444.	Perform/conduct reveille and retreat flag details							
445.	Instruct personnel on guard methods and duties							
446.	Perform courtesy guard patrol							
447.	Plan/conduct guard mount							
448.	Plan/organize funeral details							
449.	Perform funeral details							
450.	Prepare research surveys/questionnaires							
451.	Coordinate special projects (surveys, questionnaires)							
452.	Coordinate/organize for unit/Battalion details							

C-27

1 Circle the number of tasks you perform. Task Statements:	2 Circle the part(s) of the task you perform, e.g. Prepare/Process	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
ADD ANY ADDITIONAL TASK PERTAINING TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.								
453.								
454.								
455.								
456.								
457.								
458.								
459.								
460.								

1	2	3	4	5	6	7	8	9
Circle the number of tasks you perform.	Circle the part(s) of the task you perform, e.g. Prepare/Process	How many times do you do this in a Training Cycle? (Write ans.).	How many times do you do this in a Support Cycle? (Write ans.).	How many times do you do this in a Mission Support Cycle? (Write ans.).	If you do this infrequently, how many times per year? (Write ans.).	How long does it take to do this task one time? (Write ans.).	How much training? (Use scale).	How much could be done by a civilian? (Use scale).

Task Statements:

461. Plan/organize a unit school program
462. Prepare/conduct officer Professional Development Classes
463. Prepare/conduct NCO Professional Development Classes
464. Recommend/Select Personnel for Military Schools
465. Review/approve request to attend on duty schools (Civilian or Military)
466. Request for school quarters/allocation quotas
467. Develop a order of merit/standing list for selection of personnel to attend schools
468. Request Educational counselor to brief unit personnel on educational opportunities
469. Schedule unit schools/classes
470. Conduct selection Boards to determine best qualified personnel to attend schools
471. Supervise/monitor the general education development activities
472. Counsel personnel on educational needs
473. Prepare justification documents for failure to utilize all assigned school quotas
474. Attend school graduation ceremonies
475. Conduct inprogress checks on personnel attending school

ADD ANY ADDITIONAL TASK PERTAINING TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.

476.

1 Circle the number of task you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare/Process.	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statement:								
477.								
478.								
479.								
480.								
481.								
482.								
483.								

C-30

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare (Process)	3 How many times do you do this in a Training Cycle? (Write ans.).	4 How many times do you do this in a Support Cycle? (Write ans.).	5 How many times do you do this in a Mission Support Cycle? (Write ans.).	6 If you do this in-frequently, how many times per year? (Write ans.).	7 How long does it take to do this task one time? (Write ans.).	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
484.	Plan/establish maintenance policies and procedures							
485.	Evaluate the effectiveness of the maintenance program							
486.	Perform operator maintenance on equipment/vehicles							
487.	Plan Preventive Maintenance Activities (PM)							
488.	Apply Preventive Maintenance Indicators (PMI) checklis							
489.	Determine/provide status of vehicles & equipment to supervisors							
490.	Prepare/make entries in vehicle log book							
491.	Perform a Technical Inspection (TI) on vehicle/ equipment/weapons							
492.	Prepare a trip ticket or dispatch form							
493.	Establish procedures for dispatch of vehicle/equipment							
494.	Select/assign drivers to vehicles							
495.	Plan/conduct drivers safety classes							
496.	Dispatch vehicles/equipment							
497.	Select/schedule potential drivers for Defensive Driving Course (DDC)							
498.	Conduct Driver's Training classes							
499.	Prepare work order for turn-in of vehicles/equipment for repairs							
500.	Prepare maintenance schedule for equipment							
501.	Prepare requsition for repair parts/equipment							
502.	Establish storage/distribution procedures for repair parts/maintenance supplies							

Circle the number of task you perform.	Circle the part(s) of the task you perform, e.g. Prepare(Process)	How many times do you do this in a Training Cycle? (Write ans.).	How many times do you do this in a Support Cycle? (Write ans.).	How many times do you do this in a Mission Support Cycle? (Write ans.).	If you do this infrequently, how many times per year? (Write ans.).	How long does it take to do this task one time? (Write ans.).	How much training? (Use scale).	How much could be done by a civilian? (Use scale.)
	Task Statements:							
503.	Prepare/Maintain Prescribed Load List (PLL) Reports							
504.	Develop/update vehicle loading plans							
505.	Establish maintenance priorities							
506.	Prepare.submit a quality dificiency report							
507.	Plan/conduct motor stables							
508.	Plan/conduct a 8 hour stand down maintenance program							
509.	Establish a maintenance training program							
510.	Schedule/allocate time for performance of required maintenance							
511.	Direct maintenance activities							
512.	Perform before/during/after operation checks and service on vehicles/equipment							
513.	Direct vehicle/equipment operator training and licensing							
514.	Prepare/review material readiness reports							
515.	Maintain unit PLL							
516.	Replace defective/worn out parts on equipment/vehicles							
517.	Paint vehicles and equipment							
518.	Establish controls for dispatch of vehicles							
519.	Prepare calibration request form							
520.	Plan/establish vehicle security measures							
521.	Develop/implement a driver incentive awards program							
	ADD ANY ADDITIONAL TASKS PERTAINING TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
522.								
523.								
524.								

1	2	3	4	5	6	7	8	9
Circle the number of tasks you perform.	Circle the part(s) of the task you perform, e.g. Prepare/(Process)	How many times do you do this in a Training Cycle? (Write ans.)	How many times do you do this in a Support Cycle? (Write ans.)	How many times do you do this in a Mission Support Cycle? (Write ans.)	If you do this infrequently, how many times per year? (Write ans.)	How long does it take to do this task one time? (Write ans.)	How much training? (Use scale).	How much could be done by a civilian? (Use scale).
Task Statements:								
525.								
526.								
527.								
528.								
529.								

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare/Process	3 How many times do you do this in a Training Cycle? (Write ans.).	4 How many times do you do this in a Support Cycle? (Write ans.).	5 How many times do you do this in a Mission Support Cycle? (Write ans.).	6 If you do this infrequently, how many times per year? (Write ans.).	7 How long does it take to do this task one time? (Write ans.).	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
530.	Develop a Physical Readiness Training Program							
531.	Conduct Physical Readiness Training Program							
532.	Conduct remedial Physical Readiness Training							
533.	Plan/organize for Drill and Ceremonies							
534.	Conduct Drill and Ceremonies							
535.	Plan/conduct a Training Program for Guide On Bearers							
536.	Plan/organize School of Soldier session							
537.	Conduct School of Soldier session							
538.	Plan/organize section/squad/platoon/unit Competition							
539.	Conduct section/squad/platoon Unit Competition							
540.	Plan/conduct individual/crew served weapons Training							
541.	Request/coordinate medical personnel for field/range training							
542.	Instruct personnel on procedures for operating a Firing Range							
543.	Determine Training requirements							
544.	Plan for/provide input for Battalion Training meeting							
545.	Conduct a mission analysis							
546.	Extract "stated" and implied training missions from documents							
547.	Determine current status of collective training skills							
548.	Conduct a performance problem analysis							
549.	Select collective/Individual missions for training							
550.	Identify/select individuals and leader tasks that support a mission							

Circle the number of tasks you perform. Task Statement.	Circle the part(s) of the task you perform, e.g. Prepare/Process	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this in-frequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
551. Prioritize missions/tasks selected for training								
552. Determine/select resources to support training								
553. Allocate resources								
554. Prepare a short range forcast/plan								
555. Plan/conduct multiechelon training								
556. Prepare a unit training schedule								
557. Issue training guidance								
558. Plan/conduct a training meeting (unit leaders)								
559. Prepare/develop training objectives								
560. Prepare a lesson plan								
561. Conduct individual/collective training and provide feedback.								
562. Evaluate individual/collective training								
563. Conduct quality control checks								
564. Develop scenario for training exercises								
565. Prepare (written) training and evaluation Plans (T&E's)								
566. Select tasks for training during unscheduled time								
567. Conduct a platoon training meeting (Platoon Leaders)								
568. Conduct a performance critique								
569. Maintain unit training records								
570. Establish a rehearsal schedule for instructors								
571. Conduct training rehearsals								
572. Plan/conduct a SQT preparation training program								
573. Prepare/maintain job book								
574. Inspect job book								
575. Administer performance test								

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare/conduct	3 How many times do you do this in a Training Cycle? (Write ans.).	4 How many times do you do this in a Support Cycle? (Write ans.).	5 How many times do you do this in a Mission Support Cycle? (Write ans.).	6 If you do this infrequently, how many times per year? (Write ans.).	7 How long does it take to do this task one time? (Write ans.).	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
576.	Evaluate subordinate leaders							
577.	Plan/conduct Adventure training							
578.	Plan/conduct a ARTEP							
579.	Evaluate ARTEP's							
580.	Prepare for a ARTEP evaluation							
581.	Develop/conduct On-the-Job Training Program							
582.	Plan/conduct Field Training Exercises (FTX's)							
583.	Plan/insure that administration training support is completed							
584.	Prepare training test							
585.	Prepare/maintain Training Visitors Folder							
586.	Plan/conduct concurrent training session							
587.	Plan/conduct Intelligence training							
588.	Operate audio visual equipment for a training session							
589.	Prepare/develop slides, charts for training							
590.	Conduct training for guards							
591.	Plan/conduct nuclear duty training							
	ADD ANY ADDITIONAL TASKS PERTAINING TO THIS CATEGORY THAT YOU PERFORM AND RATE THEM WITH THE SCALES.							
592.								
593.								
594.								
595.								
596.								
597.								
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599.								

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare (Process)	3 How many times do you do this in a Training Cycle? (Write ans.).	4 How many times do you do this in a Support Cycle? (Write ans.).	5 How many times do you do this in a Mission Support Cycle? (Write ans.).	6 If you do this infrequently, how many times per year? (Write ans.).	7 How long does it take to do this task one time? (Write ans.).	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale).
Task Statements:								
600.	Plan/organize Civil Disturbance training							
601.	Conduct/evaluate Civil Disturbance training							
602.	Plan/organize Geneva/Hague convention training							
603.	Conduct/evaluate Geneva/Hague convention training							
604.	Plan/organize a Benefits of an Honorable Discharge training session							
605.	Conduct/evaluate a Benefits of an Honorable Discharge class							
606.	Plan/organize SERE training							
607.	Conduct/evaluate SERE training							
608.	Plan/organize Code of Conduct training							
609.	Conduct/evaluate Code of Conduct training							
610.	Plan/organize a Privacy Act training program							
611.	Conduct/evaluate Privacy Act training							
612.	Plan/organize SAEDA training							
613.	Conduct/evaluate SAEDA training							
614.	Plan/organize a Military Justice training session							
615.	Conduct/evaluate Military Justice training							
616.	Plan/organize Equal Opportunity/Race Relations (EO/RR) program							
617.	Conduct/evaluate Equal Opportunity/Race Relations (EO/RR) training							
618.	Plan/organize an Alcohol and Drug Abuse Program							
619.	Conduct/evaluate Alcohol and Drug Abuse Program/Training							

This is the number of tasks you perform.	Circle the part(s) of the task you perform, e.g. Prepare (Process)	How many times do you do this in a Training Cycle? (Write ans.)	How many times do you do this in a Support Cycle? (Write ans.)	How many times do you do this in a Mission Support Cycle? (Write ans.)	If you do this infrequently, how many times per year? (Write ans.)	How long does it take to do this task one time? (Write ans.)	How much training? (Use scale).	How much could be done by a civilian? (Use scale).
	Task Statements:							
620.	Plan/organize Standards of Conduct training							
621.	Conduct/evaluate Standards of Conduct training							
622.	Plan/organize OPSEC program							
623.	Conduct/evaluate OPSEC training							
624.	Plan/organize Intelligence training program							
625.	Conduct/evaluate Intelligence training							
626.	Plan/organize Water Survival/Drown Proofing Training							
627.	Conduct/evaluate Water Survival/Drown Proofing Training							
628.	Plan/organize Field Sanitation teams							
629.	Conduct/evaluate Field Sanitation Team training							
630.	Plan/organize NBC teams							
631.	Conduct/evaluate NBC team training							
632.	Plan/organize SIGSEC training							
633.	Conduct/evaluate SIGSEC training							
634.	Plan/organize OPFOR training program							
635.	Conduct/evaluate OPFOR training							
636.	Plan/organize Foot Marches							
637.	Conduct/evaluate Foot March training							
638.	Plan/conduct Amphibious training							
639.	Plan/conduct Small Arms Air Defense training							
640.	Plan/conduct Deployment training							
641.	Plan/conduct Assault drills							
642.	Plan/conduct Aircraft Recognition training							
643.	Plan/conduct Antiarmor Defense training							
644.	Plan/conduct Marksmanship training							

1 Circle the number of tasks you perform.	2 Circle the part(s) of the task you perform, e.g. Prepare/Process	3 How many times do you do this in a Training Cycle? (Write ans.)	4 How many times do you do this in a Support Cycle? (Write ans.)	5 How many times do you do this in a Mission Support Cycle? (Write ans.)	6 If you do this infrequently, how many times per year? (Write ans.)	7 How long does it take to do this task one time? (Write ans.)	8 How much training? (Use scale).	9 How much could be done by a civilian? (Use scale)
Task Statements: THAT YOU PERFORM AND RATE THEM WITH THE SCALES.								
645.								
646.								
647.								
648.								
649.								
650.								
651.								
652.								

APPENDIX D: MANDATORY TRAINING

Enclosure 1: Common Subjects (Required by Law or
                  International Agreement)

Enclosure 2: Emphasis Subjects (Required by Regula-
                  tion, Policy Letter or Army Program)

ENCLOSURE 1

COMMON SUBJECTS

Common subjects are those specified by public law, international treaty, Army regulation, or other authoritative directives in which <u>each</u> soldier is required to possess personal knowledge or skills <u>regardless of skill level, duty assignment, or job position.</u>

<u>Subject</u>	<u>Directive</u>
Alcohol and Drug Abuse	AR 350-1, 600-85
Adverse Weather	AR 40-5
Censorship	AR 600-50
Code of Conduct/Survival, Evasion Resistance and Escape	AR 350-1, 350-30, 350-225
Environmental Potection	AR 200-10
Equal Opportunity	AR 350-1, 600-21
First Aid and Emergency Medical Treatment	AR 40-3
Geneva-Hague Convention	AR 350-1, 350-216
Hearing Conservation	AR 40-5
Military Justice	AR 350-1, 350-212
Nuclear, Biological and Chemical (NBC) Defense	AR 220-58
Physical Readiness Training and Weight Control	AR 600-9
Privacy Act	AR 340-12-2
Property Accountability	AR 735-11
Safety	AR 385-10, 385-55
Standards of Conduct	AR 600-50
Status of Forces, Policies, Forms, Procedures and Information	AR 27-15
Weapons Qualification	AR 350-4, 350-6

ENCLOSURE 2

EMPHASIZED TRAINING

Emphasized subjects are those subjects which have been designed by DA for special emphasis or targeted to specific individuals or units.

Subject	Directive
Aircraft Recognition	AR 95-110
Ammunition Handling	AR 385-65
Amphibious Training	AR 350-26
Aviation Safety	TCI-134
Benefits of Honorable Discharge	AR 350-1, 350-21
Civil Disturbance Training	AR 350-1, 350-7
Command Information (CI)	AR 360-81
Communications Security (COMSEC)	AR 71-5
Counter Terror	AR 190-52
Equipment Operation and Maintenance	AR 140-15
Field Sanitation	AR 40-5
Food Service	AR 30-1
Human Self Development	AR 600-3
Individual Financial Management	AR 920-22
Intelligence Training	AR 350-3
Linguist Training	AR 611-6
M151 Safety (¼ Ton Truck Orientation)	TB 9-2320-218-10-1
Maintenance Assistance and Inspection Team (MAIT)	AR 750-1
Maintenance Training	AR 14-15, 750-7
Materiel Management	AR 710-2
Morals and Ethics Development	AR 600-20, 600-30
NBC Individual Proficiency	FORSCOM Reg. 350-1, 350-3
Nuclear Surety	AR 50-5
Operations Security (OPSEC)	AR 530-1
Opposing Forces (OPFOR) Training	AR 350-2
Physical Security of Ammunition and Weapons	AR 190-11
Postal Operations	AR 65-1
Rape Prevention	AR 190-31 w/FORSCOM Suppl
Remedial Driver Training	AR 190-5
Sabotage, Espionage Directed Against the Army (SAEDA)	AR 380-5, 318-12
Security of Property	AR 190-51
Security Orientation	AR 380-5
Signal Security (SIGSEC)	AR 530-2, 530-3
Unit Mail Services	AR 65-75
Water Survival/Drownproofing	AR 385-13, 385-15

APPENDIX E: PROGRAMS OF INSTRUCTION FOR
             NEWLY PROMOTED NCOs

            Enclosure 1:   Program A

            Enclosure 2:   Program B

ENCLOSURE 1

NCO DEVELOPMENT PROGRAM

PROGRAM A

TROOP LEADING

SUBJECT	TIME REQ	RESPONSIBLITY
COUNSELING TECHNIQUES/TROOP PROBLEM SOLVING -Recognizing Soldier Related Problems -Problem Solving Process -Performance Counseling Session -AWOL Prevention	6 hrs.	Chaplain
INSPECTING TROOPS IN RANKS -FORMING an Element for Inspection -Conducting in In Ranks Inspection -Practical Exercise	2 hrs.	CSM
INSPECTING TA-50 LAYOUT -Laying Out TA-50 -Inspecting Techniques -Bn SOP	2 hrs.	CSM
PERSONNEL ACTIONS -UCMJ Actions -Eliminations -Awards -EER's and Promotions	2 hrs.	S-1
TRAINING TECHNIQUES -Performance Oriented Training -Training Preparation Responsibilities -Availability of Training Aids -TEC and the Battalion Learning Center	2 hrs.	S-3
MAINTANING DISCIPLING - SR LEADERS -Developing Discipling Teamwork -Discussion	1 hr.	BN CDR/CSM
REENLISTMENT -Reenlistment Options and Eligibility -Discussion	1 hr.	BN CDR/REUP NCO

COMMON TACTICAL SKILLS

SUBJECT	TIME REQ	RESPONSIBILITY
MAP READING -Diagnostic Test	2 hrs.	
NBC PROCEDURES - JUNIOR LEADER'S -Battalion TSOP -Use of Protective Equipment -Use of Detection Equipment -Squad Leader's Responsiblities -NBC Individual Proficiency Evaluation	4 hrs.	
NBC PROCEDURES -SENIOR LEADER'S -ARTEP NBC Procedures -NBC Individual Proficiency Evaluation	4 hrs.	
MILITARY ITELLIGENCE - JUNIOR LEADER'S -The Threat to the Mech Infantry Platoon -Motorized Rifle Plt, Company and Tank Plt -Organic OPFOR Weapons and Vehicles -Practical Exercise	2 hrs.	S-2
COMMUNICATIONS -CEOI Utilization -RTO Precedure, Electronic Warfare -Use of Commo Equipment	2 hrs.	COE

MAINTAINENCE RESPONSIBILITIES

SUBJECT	TIME REQ	RESPONSIBILITY
VEHICLE MAINTENANCE - JUNIOR LEADER'S -Inspections/PMCS -TAMMS/PLL Familiarization -Proficiency/Maintenance Supervisors Certification Test	4 hrs.	BMO
VEHICLE MAINTENANCE - SENIOR LEADER'S -Maintenance Supervision -Advanced TAMMS/PLL Familiarization -Motor Pool Operations -Maintenance Supervisor's Certification Test	10 hrs.	BMO

SUBJECT	TIME REQ	RESPONSIBILITIES
TA-50 MAINTENANCE -Care and Cleaning -CIF Procedures/FL Reg 700-33 -Replacing and Repairing TA-50 -Supervising Maintenance of TA-50	2 hrs.	CSM
WEAPONS MAINTENANCE -Individual -Crew-served -Supervisor's Responsibilities -Practical Exercise	4 hrs.	CSM
COMMUNICATIONS MAINTENANCE -PMCS on Wheeled and Tracked Veh Radio Sets -Operation of Sqd and Plt Communications Equip -PMCS on Sqd and Plt Communications Equipment -Practical Exercise	4 hrs.	COE

11B SUBCOURSE

SUBJECT	TIME REQ	RESPONSIBILITIES
SQUAD FORCED MARCH-LIVE FIRE -Inspecting Personnel and Equipment -12 Km Force March - Duties -Squad Live Fire -Landscape Target Exercise -Occupation of Tactical AA -Assuming Hasty Defensive Position -Assuing FRAGO -Position of Squad Weapons -Fields of Fire/Sector of Fire -Cover and Concealment -Fire Commands/Fire Control -Practical Exercise	½ day	Co CDR's
SQUAD MOVEMENT TO CONTACT -Gaining Contact with Enemy -Locating/Reporting Opposing Force -Actions on the Objectives -Actions of the Objectives -Call for Fire -Practical Exercise	½ day	Co CDR's

SUBJECT	TIME REQ	RESPONSIBILITIES
RECONNAISSANCE PATROL	1 day	Co CDR's

-Troop Leading/OP Order
-Preparation and Rehearsals
-Compass and Pace
-Actions at Danger Areas
-Action at Objective
-Practical Exercise

DEFENSE IN BUILT UP AREA	½ day	Co CDR's

-Emplacement of Squad and APC
-Selection of Fighting Position
-Film "Combat in Cities"
-Construction of Defensive Positions
-Basic Concepts at Battle Simulation Center
-TEWT Utilizing Regensberg Mock-up

SQUAD IN THE DEFENSE	½ day	Co CDR's

-Emplacement of Squad and PAC
-Primary, Alternate, and Supplementary Positions
   for Crew-served Weapons
-Fields of Fire
-Priorities of Work
-Troop Knowledge
-Construction of Crew-served/Individual
   Fighting Positions
-FPF
-Reorganization
-Practical Exercise

11C SUBCOURSE

SUBJECT	TIME REQ	RESPONSIBILITIES
M2 AIMING CIRCLE -Leveling -Declinating -Reciprocal Lay	2 hrs.	C Co
M2 COMPASS -Declinating -Laying in Track -Laying in Directional Stakes	1½ hrs.	C Co
M53 SIGHT -Familiarization -Counterlaying a Mortar	1 hrs.	B Co
FIRE THE HIPSHOOT MISSION -Technique of Firing the Emergency Mission -Split Section Operations	1 hr.	B Co
FO PROCEDURES -Call for Fire -Use of Angle T -Bracketing Establishing a Bracket -Means of Target Location	2 hrs.	CSC
SQUA PERATIONS ORDER -Prepa ion/Issuing	1½ hrs.	A Co
TEACH A FORMAL CLASS -Performance Oriented Training	4 hrs.	CSC
TACTICAL OPERATIONS -Assembly Area Procedures -Selecting a Mortar Position -Quartering Party Procedures -Occupy a Mortar Position -Communications in a Firing Position	2 hrs.	CSC
LEADER'S PRACTICAL EXERCISE -Performance Oriented Exercise	4 hrs.	CSC
MAINTENANCE OF MORTAR SYSTEMS -PMCS on Mortar -Supervisor's Responsibilities	1½ hrs.	MAIT
MORTAR TRAINING TECHNIQUES -Live Fire Range -Sabot Range -Range Safety Checks		

11H SUBCOURSE

SUBJECT	TIME REQ	RESPONSIBILITIES
INSPECT/MAINTAIN TOW WEAPONS SYSTEM -Weekly Service/PMCS -Scheduled Service	3 hrs.	MAIT
TOW MISFIRE PROCEDURES -Training/Combat Misfire	1 hr.	C-C
TOW WEAPONS SYSTEM SELF TEST -Practical Exercise -Squad Leader Responsibilities	1 hr.	A Co
TOW CREW DRILL -Practical Exercise	1 hr.	A Co
OPERATION ORDER -Preparation	1 hr.	CSC
COMBAT LOAD PLANNING OF THE M113A1 (TOW) -Practical Exercise	1 hr.	C Co
TVT USAGE -Mounting on TOW System -Uses with TOW for Training	2 hr.	CSC
ANTIARMOR RANGE CARD -Preparation of a TOW Range Card	1 hr.	CSC
TOW SITE SELECTION, HIDE AND FIRE POSITIONS -NCOA Terrain Analysis -Selection -Priorities of Work -Methods of Fire Control	2 hrs.	B Co
TOW QUALIFICATION -Practical Exercise	2 days	CSC
EMPLOYMENT OF THE BN TOW WPNS SYSTEM	1 hr.	Bn CDR/S3
OPERATIONS ORDER -Issuance of Plt and Bn Operation Order	1 day	CSC
Dunn Kemf - BSC -Weapons Employment -Sight Tactics -Battle Simulation Center	1 day.	CSC

ENCLOSURE 2

NCO DEVELOPMENT PROGRAM

PROGRAM B

SCHEDULE OF EVENTS

JUNIOR LEADER'S COURSE	SENIOR LEADER'S COURSE

DAY 1

0600-1000	Inspection in Ranks (1)	Counseling Techniques (2)
1000-1200	Inspection & Maintenance TA50 (1)	Counseling Techniques (2)
1300-1500	Counseling Techniques (2)	Inspection in Ranks (1)
1500-1700	Counseling Techniques (2)	Inspection & Maintenance TA50 (1)

DAY 2

0800-1000	Personnel Actions (2)	Troop Problem Solving (2)
1000-1200	Troop Problem Solving (2)	Personnel Actions (2)
1300-1500	Training Techniques (2)	
1500-1600	Maintaining Discipline (2)	
1300-1400		Maintaining Discipline (2)
1400-1500		Reenlistment (2)
1500-1700		Training Techniques (2)

11B MOS

DAY 3

Reconnaissance Patrol

Squad as part of Plt Defense/MOBA Defense

MTC/SFMLF

DAY 4

Squad as part of Plt Defense/MOBA Defense

MTC/SFMLF

Reconnaissance Patrol

DAY 5

MTC/SFMLF

Reconnaissance Patrol

Squad as part of Plt Defense/MOBA Defense

11C MOS

*DAY 3

0900-1100	M2 Aiming Circle
1100-1230	M2 Compass
1330-1420	M53 Sight
1420-1510	Fire the hipshoot mission
1510-1710	FO Procedures

*DAY 4

0830-1000	Squad Operations Order
1000-1200	Tactical Operations
1330-1630	Leader's Practical Exercise

*DAY 5

0900-1030	Maintenance of Mortar Systems
1030-1200	Mortar Training Techniques
1330-1630	Teach formal Class

*Locations TBA

E-2-11

	JUNIOR LEADER'S COURSE	SENIOR LEADER'S COURSE

DAY 6

0800-1000	Map Reading (2)	NBC Procedures (4)
1000-1200	Military Intelligence (2)	NBC Procedures (4)
1300-1500	NBC Procedures (4)	Military Intelligence (2)

DAY 7

0800-1200	Vehicle Maintenance (5,1)	Weapons Maintenance (6)
1300-1700	Weapons Maintenance	Vehicle Maintenance (5,1)

DAY 8

0900-1200	Communications (4)	Communications (4)
1330-1630	Communications (4)	Communications (4)

DAY 9

0800-1200		Vehicle Maintenance (5,1)

DAY 10

0800-1000		Maint Certification Test (5,1)

11H MOS

DAY 3

0900-1200   Inspect/Maintain TOW Weapons System
1330-1430   TOW Misfire Procedures
1430-1530   TOW Weapons Self Test
1530-1630   TOW Crew Drill

DAY 4

0600-1700   Operations Order

DAY 5

0900-1630   Battle Simulation Center - Dunn Kemf

DAY 11

0900-100   Combat Load Planning of the M113A1 (TOW)
1000-1200   TVT Usage
1330-1430   Anti-Armor Range Card
1430-1530   TOW Sight selection, hide and fire positions

DAY 12

0800-1700   TOW Qualification

DAY 13

0800-1700   TOW Qualification

APPENDIX F: PROGRAM OF INSTRUCTION FOR
            NEW COMPANY COMMANDERS

COMPANY COMMANDERS PROGRAM

SUBJECT	INSTRUCTOR	TIME

DAY 1

| Division Mission/Objective | CG | 15 min. |

| Command Environment
-personnel turbulence
-personnel projections | G-1 | 45 min. |

| Where to Get Help
-AER
-ACS
  --Food Stamps
  --WIC | G-1
-AER Rep
-ACS Rep | 45 min. |

| -Red Cross
-Chaplain
-Hospital/Champus
-ADAPCD
-Family Programs
-Recreation Facilities | -RC Rep
-Div Chaplain
-Div Surgeon
-Human Resource Rep
-MEDDAC
-Div Morale Support | |

| Break | | 15 min. |

| Finance Procedures | Finance Officer | ?0 min. |

| IG System | IG | 30 min. |

DAY 2

| Care of Your people
-promotions
-awards
-reenlistment
-EO
-EO
-MOS Utilization
-Weight Control
-AWOL Prevention
-POM
-SIDPERS | G-1
-AG
-AG
-AG
-Reenl Off
-EONCO
-DAG
-DAG
-DAG
-DAG
-DAG | 45 min. |

| Break | | 15 min. |

| Legal Orientation
-extra training | JAG | 2 hours |

-admonitions/reprimands/
 admin reduction in grade
-eliminations (ch 5, 9, 10, 14)
-non-judicial punishment
-court martial
-search and seizure
 --probable cause
 --authorization
 --inspections

DAY 3

Logistics Support System (over view) -Div -Post	G-4	15 min.
Div Maint System	CDR Mt Bn	45 min.
Div Supply System	CDR S&T Bn	45 min.
Break		15 min.

Property Accountability
-regulations
-inspections
-inventory
  --when
  --how (use of Component
    listings)
  --reporting
-adjustments
	G-4/DMMC CDR	1 hr.

Security (intel)	G-2	30 min.
Security (physical)	PMO	30 min.

DAY 4

Soldier Education -BSEP -ESL -GT Testing -GED -CTC -MOS Library -School Troops -NCO Academy -Off Post	G-3 -Dir Education Center - " - " - " - " - Dir Learning Center -CDR School - " -G-3 Off Post Schools NCO	1 hr.

Soldier -individual/collective -SQT -ARTEP -BTMS	G-3	1½ hrs.
Break		15 min.
Training Facilities -BN -DIV -POST -TASC	G-3 -TASO	45 min.
Range Operations	Chief Range Div	30 min.

DAY 5

Leadership Seminar/Lunch	MSC	1½ hrs.
NCO Development -EER -NCOES -NCO Schooling	CSM	1 hr.
Break		15 min.
NCO Leadership/Seminar -role of the NCO -use of the 1st Sgt	CSM	45 min.
Commanders Seminar	CG	1 hr.
Happy Hour		

APPENDIX G: GLOSSARY OF ABBREVIATIONS USED

GLOSSARY OF ABBREVIATIONS USED

1. ADC - Assistant Division Commander
2. AG - Adjutant General
3. AIM - Armor, Infantry, Mechanized
4. AIT - Advanced Individual Training
5. ARI - Army Research Institute for the Behavioral and Social Sciences
6. ARTEP - Army Training and Evaluation Program
7. BMM - Borrowed Military Manpower
8. BMO - Battalion Motor Officer
9. BNCOC- Basic Noncommissioned Officers Course
10. BSEP - Basic Skill Education Program
11. BTMS - Battalion Training Management System
12. Cav Sqdn - Calvary Squadron
13. CMF - Career Management Field
14. DA - Department of the Army
15. D & C - Drill & Ceremonies
16. DCSOPS - Deputy Chief of Staff, Operations
17. DISCOM - Division Support Command
18. DIVADA - Division Air Defense Artillery
19. DIVARTY - Division Artillery
20. DS - Direct Support
21. Engr - Engineer
22. ERC - Emergency Readiness Category
23 FORSCOM - Forces Command
24. GS - General Staff
25. G-1 - Division Personnel & Administrative Officer
26. G-2 - Division Intelligence Officer

27. G-3 – Division Operations and Training Officer

28. G-4 – Division Logistics Officer

29. Inf – Infantry

30. MG – Major General

31. MOS – Military Occupational Specialty

32. NCO – Noncommissioned Officer

33. OESO – Organizational Effectiveness Staff Officer

34. PAC – Personnel Administration Center

35. PLL – Prescribed Load List

36. PNCOC – Primary Noncommissioned Officers' Course

37. PIO – Program of Instruction

38. PT – Physical Training

39. RC – Reserve Component

40. ROTC – Reserve Officer Training Corps

41. SD – Special Duty

42 SDA – Special Duty Authorized

44. SQT – Skill Qualification Test

45. S-1 – Brigade/DIVARTY or Battalion Personnel Officer

46. S-3 – Brigade/DIVARTY or Battalion Operations and Training Officer

47. S-4 – Brigade/DIVARTY or Battalion Logistics Officer

48. TEC – Training Extension Course

49. TEWT – Tactical Exercise Without Troops

50. TOE – Table of Organization and Equipment

51. TRADOC – Training and Doctrine Command

52. UCMJ – Uniform Code of Military Justice

53. USR – Unit Status Report

APPENDIX H: RESPONSES TO UNIT EFFECTIVENESS INDICATORS

Having received the cards with the performance indicators printed on them, the interviewees were asked to rank order them in terms of importance. With this order, they were then asked to assign values to each indicator, in order to gain an estimation of the difference in importance between each indicator. The lowest rated indicator was assigned a value of 10; from that point each higher rated indicator was given a value relative to the lower ones. For example, if the interviewer felt that the second lowest rated indicator was equal in importance to the lowest indicator, it was given a "10" as well. If it were twice as important, it may be given a value of twenty (20). The interviewee repeated this process for all 18 indicators, being informed not to worry about how high these values went.

For each interviewee, the researchers summed the 18 assigned values. Then, by dividing each of the assigned values by the total, a value of relative importance, or "weight", was computed. This computation allowed for direct comparison between different officers' values for the same dimension.

Table 20 shows the results based on aggregated data from all five divisions, and for each division (i.e., A, B, C, D, and E).

TABLE 20

AGGREGATE RANK ORDER OF UNIT EFFECTIVENESS INDICATORS

PERFORMANCE INDICATOR	OVERALL (N=52) X WEIGHT	RANK	DIV A (N=14) X WEIGHT	RANK	DIV B (N=6) X WEIGHT	RANK	DIV C (N=15) X WEIGHT	RANK	DIV D (N=8) X WEIGHT	RANK	DIV E (N=8) X WEIGHT	RANK	X̄ RANK
ARTEP Performance	.092	1	.128	1	.114	1	.067	6	.073	4	.080	5	3.4
Maintenance	.079	4	.067	5	.077	5	.085	2	.097	1	.075	6	3.8
Collective Training	.082	3	.092	2	.097	3	.066	7	.072	5	.095	3	4.0
Communication	.084	2	.091	3	.059	8	.088	1	.057	9	.110	1	4.4
Individual Training	.074	5	.070	4	.102	2	.059	8	.069	6	.084	4	4.8
Personnel Utilization	.064	6	.048	11	.062	7	.049	13	.090	3	.099	2	7.2
Supply Management	.061	7	.058	3	.047	9	.057	10	.092	2	.050	11	8.0
Accomp of Assigned Tasks	.059	10	.058	8	.067	6	.073	4	.043	11	.047	12	8.2
SQT Performance	.060	9	.054	10	.085	4	.047	14	.063	7	.071	7	8.4
Security of Wpns and Docs.	.061	7	.067	5	.039	12	.075	3	.062	8	.038	15	8.6
Performance of Mand. Trng.	.045	12	.031	14	.046	10	.055	11	.042	12	.055	8	11.0
Inspection Results	.051	11	.060	7	.032	16	.068	5	.038	13	.030	16	11.4
Re-enlistment Rate	.043	13	.037	12	.022	18	.051	12	.044	10	.052	9	12.2
Personnel Appearance	.041	14	.033	13	.046	10	.058	9	.030	17	.025	17	13.2
AWOL Rate	.033	15	.031	14	.026	17	.031	17	.032	16	.051	10	14.8
Unfavorable Personnel Acts	.031	17	.023	18	.036	14	.027	18	.036	14	.043	13	15.4
Execution of SOP's	.033	15	.031	14	.034	15	.033	16	.033	15	.040	14	15.8
Unit Area Appearance	.031	17	.026	17	.039	12	.041	15	.026	18	.021	18	16.0

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TABLE 21

AVERAGE PERCEIVED IMPORTANCE (WEIGHT) - 18 PERFORMANCE INDICATORS
BATTALION AND COMPANY/BATTERY LEVEL - DIV A (N=14)

Performance Indicator	Bn Level (N=8)		Co/Btry Level (N=6)	
	$\overline{X}$ Weight	Rank	$\overline{X}$ Weight	Rank
ARTEP Performance	.127	1	.129	1
Maintenance	.063	6	.072	4
Collective Training	.092	3	.092	2
Communication	.111	2	.063	6
Individual Training	.074	4	.063	6
Personnel Utilization	.038	11	.061	8
Supply Management	.061	7	.054	10
Accomplishment of Assigned Tasks	.047	10	.072	4
SOT Performance	.053	9	.055	9
Security of Weapons & Documents	.058	8	.079	3
Performance of Mandatory Training	.030	14	.034	14
Inspection Results	.068	5	.050	11
Re-enlistment Rate	.038	11	.037	13
Personnel Appearance	.038	11	.027	17
AWOL Rate	.029	16	.033	15
Unfavorable Personnel Actions	.018	18	.029	16
Execution of SOP's	.026	17	.038	12
Unit Area Appearance	.030	14	.021	18

TABLE 22

AVERAGE PERCEIVED IMPORTANCE (WEIGHT) - 18 PERFORMANCE INDICATORS
BATTALION AND COMPANY/BATTERY LEVEL - DIV B (N=6)

Performance Indicator	Bn Level (N=2) $\bar{X}$ Weight	Rank	Co/Btry Level (N=4) $\bar{X}$ Weight	Rank
ARTEP Performance	.098	3	.121	1
Maintenance	.090	4	.070	5
Collective Training	.115	1	.088	4
Communication	.046	12	.066	6
Individual Training	.099	2	.104	2
Personnel Utilization	.058	9	.064	7
Supply Management	.048	11	.047	10
Accomplishment of Assigned Tasks	.084	5	.059	8
SQT Performance	.071	6	.092	3
Security of Weapons & Documents	.057	10	.029	15
Performance of Mandatory Training	.006	17	.056	9
Inspection Results	.040	14	.028	16
Re-enlistment Rate	.025	15	.021	18
Personnel Appearance	.064	7	.034	12
AWOL Rate	.013	16	.032	14
Unfavorable Personnel Actions	.041	13	.034	12
Execution of SOP's	.004	18	.041	11
Unit Area Appearance	.064	7	.026	17

TABLE 23

AVERAGE PERCEIVED IMPORTANCE (WEIGHT) - 18 PERFORMANCE INDICATORS
BATTALION AND COMPANY/BATTERY LEVEL - DIV C (N=16)

Performance Indicator	Bn Level (N=6) $\overline{X}$ Weight	Rank	Co/Btry Level (N=10) $\overline{X}$ Weight	Rank
ARTEP Performance	.077	3	.062	7
Maintenance	.086	2	.084	1
Collective Training	.069	5	.064	6
Communication	.141	1	.061	8
Individual Training	.066	7	.054	11
Personnel Utilization	.044	12	.052	12
Supply Management	.042	13	.066	4
Accomplishment of Assigned Tasks	.058	10	.080	3
SQT Performance	.036	14	.052	12
Security of Weapons & Documents	.065	8	.081	2
Performance of Mandatory Training	.052	11	.057	9
Inspection Results	.071	4	.066	4
Re-enlistment Rate	.068	6	.041	15
Personnel Appearance	.061	9	.057	9
AWOL Rate	.031	17	.032	16
Unfavorable Personnel Actions	.027	18	.028	18
Execution of SOP's	.035	16	.031	17
Unit Area Appearance	.036	14	.043	14

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TABLE 24

AVERAGE PERCEIVED IMPORTANCE (WEIGHT) - 18 PERFORMANCE INDICATORS
BATTALION AND COMPANY/BATTERY LEVEL - DIV D (N=8)

Performance Indicator	Bn Level $\overline{X}$ Weight	(N=4) Rank	Co/Btry Level $\overline{X}$ Weight	(N=4) Rank
ARTEP Performance	.075	5	.071	3
Maintenance	.086	2	.108	2
Collective Training	.083	4	.060	7
Communication	.045	10	.068	4
Individual Training	.086	2	.052	9
Personnel Utilization	.114	1	.066	5
Supply Management	.069	7	.114	1
Accomplishment of Assigned Tasks	.051	9	.035	15
SQT Performance	.071	6	.054	8
Security of Weapons & Documents	.059	8	.064	6
Performance of Mandatory Training	.035	14	.049	10
Inspection Results	.039	12	.038	14
Re-enlistment Rate	.043	11	.045	13
Personnel Appearance	.037	13	.023	17
AWOL Rate	.016	18	.047	12
Unfavorable Personnel Actions	.023	17	.048	11
Execution of SOP's	.032	15	.035	15
Unit Area Appearance	.032	15	.020	18

TABLE 25

AVERAGE PERCEIVED IMPORTANCE (WEIGHT) - 18 PERFORMANCE INDICATORS
BATTALION AND COMPANY/BATTERY LEVEL - DIV E (N=8)

Performance Indicator	Bn Level (N=4) X Weight	Rank	Co/Btry Level (N=4) X Weight	Rank
ARTEP Performance	.076	4	.083	5
Maintenance	.075	5	.075	6
Collective Training	.090	3	.099	2
Communication	.070	7	.151	1
Individual Training	.096	2	.091	4
Personnel Utilization	.099	1	.097	3
Supply Management	.037	14	.063	9
Accomplishment of Assigned Tasks	.028	17	.066	8
SQT Performance	.071	6	.071	7
Security of Weapons & Documents	.041	13	.036	13
Performance of Mandatory Training	.057	9	.053	10
Inspection Results	.030	15	.031	15
Re-enlistment Rate	.066	8	.041	12
Personnel Appearance	.028	17	.021	17
AWOL Rate	.054	10	.048	11
Unfavorable Personnel Actions	.049	11	.035	14
Execution of SOP's	.048	12	.023	16
Unit Area Appearance	.029	16	.011	18

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